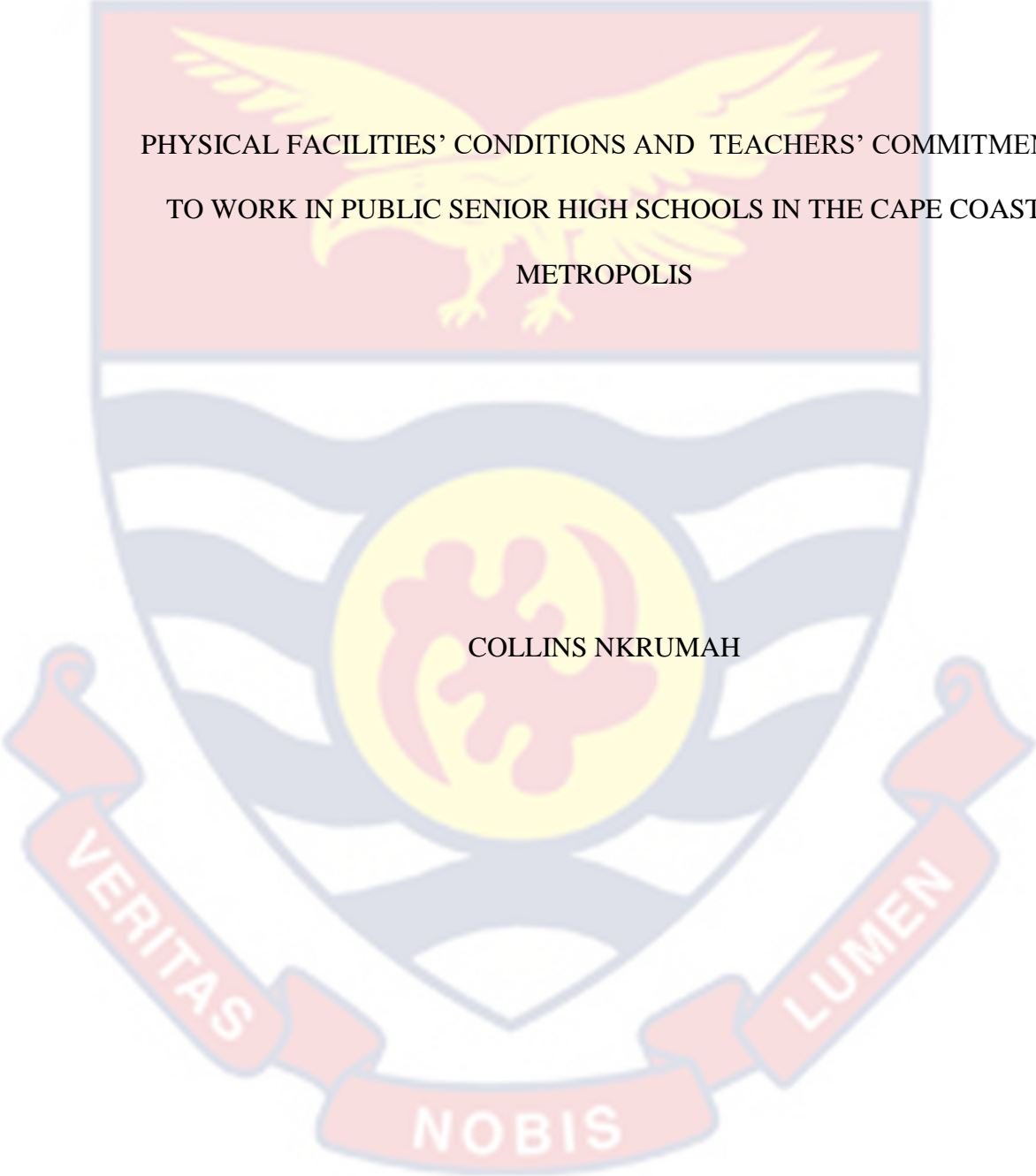


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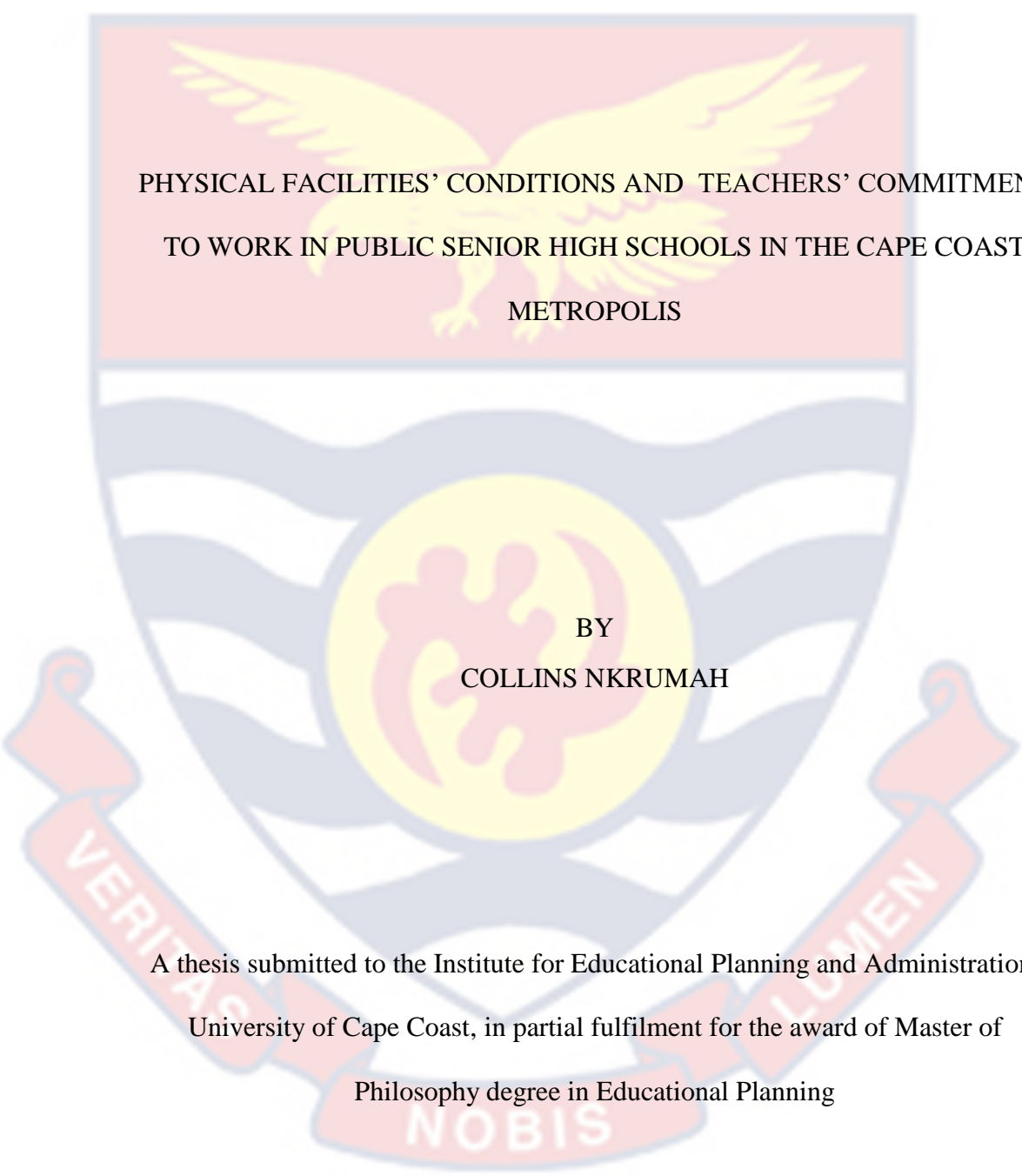


PHYSICAL FACILITIES' CONDITIONS AND TEACHERS' COMMITMENT
TO WORK IN PUBLIC SENIOR HIGH SCHOOLS IN THE CAPE COAST
METROPOLIS

COLLINS NKRUMAH

2023

UNIVERSITY OF CAPE COAST



PHYSICAL FACILITIES' CONDITIONS AND TEACHERS' COMMITMENT
TO WORK IN PUBLIC SENIOR HIGH SCHOOLS IN THE CAPE COAST
METROPOLIS

BY
COLLINS NKRUMAH

A thesis submitted to the Institute for Educational Planning and Administration,
University of Cape Coast, in partial fulfilment for the award of Master of
Philosophy degree in Educational Planning

NOVEMBER, 2023

DECLARATION

Candidate's Declaration

I attest that the content of this thesis is unique to me and has not been previously published or presented for academic credit towards any other degree, either at this university or elsewhere.

Candidate's Signature: Date.....

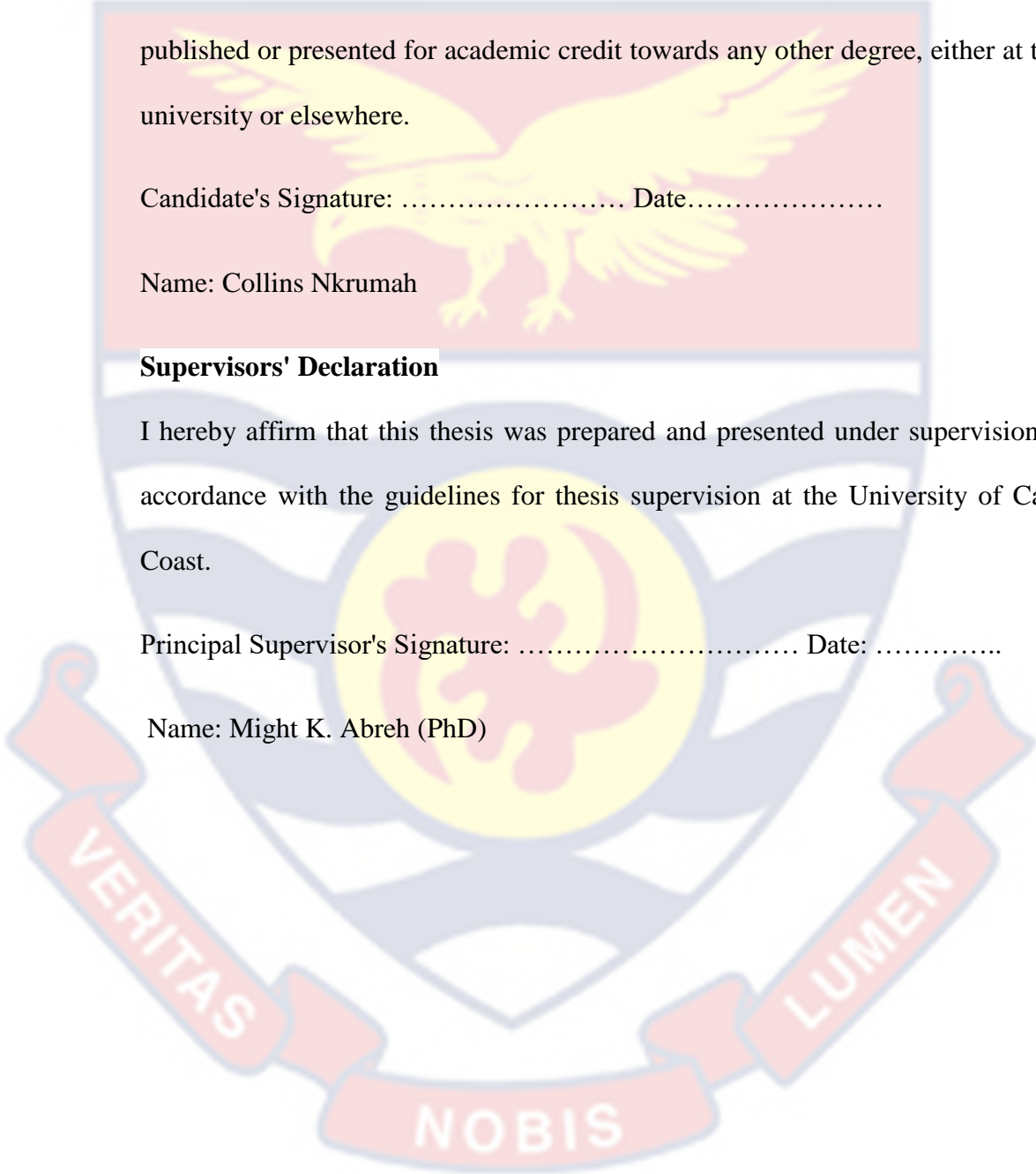
Name: Collins Nkrumah

Supervisors' Declaration

I hereby affirm that this thesis was prepared and presented under supervision in accordance with the guidelines for thesis supervision at the University of Cape Coast.

Principal Supervisor's Signature: Date:

Name: Might K. Abreh (PhD)



ABSTRACT

This study aims to determine the relationship between physical facilities conditions and teachers' work commitment in public senior high schools within Cape Coast. The research employed a quantitative descriptive survey design and a questionnaire and checklist to evaluate physical facilities conditions and teachers' commitment. A sample size of 320 teachers completed a questionnaire to determine their commitment to their schools. The Statistical Package for Social Sciences version 23.0 was used to process and analyse the data. In addition, a Pearson, correlation was used to analyse research question one (1) and a Spearman Rank correlation to analyse research questions two (2), three (3), and four (4). The findings indicated that there is a strong positive significant relationship between good physical facilities condition and teachers' commitment to work. While other factors also contribute positively to teachers' commitment, the study emphasised the importance of recognizing the contribution of physical facilities conditions on teachers' performance and productivity, which ultimately affects the quality of education received by students. Based on the findings, the study recommended that the Cape Coast Metro Assembly should allot a portion of the budget to the Cape Coast Education Directorate to provide good facilities and also ensure maintenance culture on the existing physical facilities to improve teachers' commitment to ensuring low teacher retention rates to maintain the educational standards in the public senior high school setting.

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DEDICATION

I dedicate this thesis to my mother, Miss Elizabeth Nkrumah



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CHAPTER ONE

INTRODUCTION

The foundation of educational success has been linked to several potent variables, among which good physical facilities status and teacher considerations are key. This statement is in assertion with Ekpoh's (2018) argument which claims that various factors including quality of the curriculum, delivery of content, learning environment, supervision, and student's academic outcomes contribute to the attainment of this goal, the central importance of the physical facilities conditions and teachers' commitment cannot be denied. Effective teaching and learning processes depend on the school facilities' condition judging from Issah et al. (2016) finding of the advanced relationship that exists between the two variables. For Issah et al. (2016), good condition of physical facilities and committed teachers are more at play than teachers and learners transferring knowledge in the classroom setting. The term "public senior high school" in this study pertains to government-owned educational institutions that provide a wide spectrum of academic knowledge and skills. These schools prepare students for higher education and training in tertiary institutions within Ghana and other locations after the successful completion of the West Africa Secondary School Certificate Examination (National Pre-tertiary Education curriculum framework, 2018). Additionally, the condition of the facilities in a learning environment has a positive relationship with teachers' commitment and how students perform. This statement is evident in that if facilities are accessible, but in poor condition, it hinders teachers' progress, leading to a decline in teachers' commitment which in

turn impacts academic productivity negatively. However, how these two variables connect is not well grounded in the Ghanaian literature, especially Cape Coast, the formal education foundation city of Ghana.

In formal education, where facilities and teachers are considered valuable resources, it is impossible to overstate the importance of the link between schools' academic facilities' conditions and teachers' commitment (Sam-Kalagbor, 2020; & Peretomode & Bello, 2021). Therefore, one of the methods to improve teachers' commitment to their profession is to guarantee their effectiveness in the educational process is to provide top-notch academic facilities (Sam-Kalagbor, 2020). Furthermore, it is known that education can experience success when teachers are committed and begin to play a significant role in educational institutions when provided with the right resources. Because of this, every school desires to have committed teachers as well as good facilities because they have the potential to deliver successful results (Khan, 2019). Hence, competent educational stakeholders' responsibility is to provide excellent and adequate physical facilities to nurture teachers' commitment to their work to ensure efficiency in the education system.

The concept of teachers' commitment to their profession and schools has gained attention recently. It is also significant in schools' success since it speaks to a teacher's involvement and the strength of the bond with the school towards the management of schools' properties, imparting knowledge and attitudes, and inspiring and motivating students in the right direction to make good decisions to achieve success (Peretomode & Bello, 2018). Furthermore, it determines the

strength of the link between a teacher and a school, which enhances the teaching profession, school achievement, and student performance and lowers the turnover rate (Aziz, Mahmud, & Muda 2019). The high-level commitment of teachers aims to have a favourable or rewarding impact on students' behaviour (Shanks & Dore, 2017). As a result, achieving high-quality teaching and keeping academic professionals committed and satisfied in their work is vital. According to Hari (2019), schools with a high level of teacher commitment experience these benefits: teachers' work happiness, transparency, duty diligence, accountable and effective workers, decreased employee resignation, lower difference of opinion, and low absenteeism.

Affective, normative, and continuous commitment form the three types of teacher commitment. According to Rehman, Saif, Rehman, Khan, Nawaz, and Rehman (2013), teachers' identification with and attachment to the organisation make them effective. In contrast, employees' commitment to the organisation due to the costs they perceive are involved with quitting secures their continuation (Tarcen et al., 2015). Finally, employees' commitment becomes normative when they feel obligated to stay with the company.

Sam-Kalagbor, (2018), Khan, (2019), and Ekpoh (2019) have emphasized teachers' commitment to the growth of education quality. According to Akuoko and Dwumah (2013), promotion, salary, school disciplinary policy, students' behaviour, students with high IQ, leadership style, and physical facilities availability and conditions are variables that determine teachers' commitment to their profession and need to be taken into consideration. Since teachers' work

goes beyond the classroom, when teachers' commitment increases, they take on additional obligations outside teaching and learning, such as extracurricular activities, serving on committees, and social activities as well as assisting slow learners in areas where they may have struggles.

Physical facilities conditions play an essential role in achieving educational success. Particularly, it has been established that facilities in our public senior high schools appear to be a significant discussion for teachers today because of their role in achieving school success. When they are in good condition, they positively influence teachers' commitment which fuels their performances to impart desired knowledge, attitudes, and values to the young ones. For instance, the findings of Kiptum (2018) and Otchere et al. (2019) revealed a significant connection between the two variables. Akomolafe and Adesua (2016), claim that physical facilities conditions refer to the surroundings of the schools' facilities such as classrooms, libraries, labs, playgrounds, preparation rooms, general offices, and bungalows that encourage teachers in their work. Furthermore, the author emphasized that experience has demonstrated that physical facilities availabilities and conditions in some public senior high schools that are important for teaching and learning efficiency appear to be of poor quality, with some lacking maintenance culture, and others in deteriorated circumstances.

Research has stressed the value of schools' facilities' conditions for education. According to Sam-Kalagbor (2021), physical facilities conditions are the state of the academic, administrative, ancillary, and boarding facilities for

teaching and learning. It explains that, regardless of the system's workforce strength, the education system requires excellent physical facilities for efficient teaching (Nwaogu, 2019). Similarly, Sam-Kalagbor (2021), argued that physical facilities conditions have to do with the set-up of the available classroom buildings, laboratory equipment, furniture, and chalkboard, among others responsible for teaching and learning. Ani (2017) claims good physical facilities condition serve as a medium for effectively implementing the school curriculum. According to Nyangoya et al. (2020), physical facilities conditions are significant for students' academic performance. A positive school climate with good physical facilities gives teachers the impression that students' academic outcomes can be productive (Berg & Cornell 2016) and teachers' determination to become committed to the school (Lawanson & Gede 2011).

Over the years, the government of Ghana through the Ministry of Education and the Ghana Education Service (GES) has implemented several initiatives for teachers, including housing schemes, loans, paid study leave, and a single-spine pay structure, all of which have boosted teachers' commitment positively to function more efficiently towards the desired results (Biney, 2020). In addition, other incentive tools include free meals for boarding school teachers, motivational allowances from the Parents Teachers Association, extra class allowances, and accessible houses for teachers (Biney, 2020).

Despite these initiatives from the Ghana Education Services (GES), attention has not been given to the physical facilities conditions and their positive role in improving teachers' commitment to their profession (Biney, 2020).

Therefore, it is imperative to conduct this study to provide valuable insights to educational policymakers, school administrators, and relevant stakeholders to inform policy decisions aimed at enhancing teachers' commitment and, subsequently, improving the quality of education in public senior high schools.

Problem Statement

The role of teachers' commitment to their work has been significant in the educational setting and its success (Dagli & Gençdal, 2019). However, recent studies to determine teachers' commitment to their work focus on leadership styles (Marshall, 2015; Sowah, 2018; & Asamani et al., 2020) whilst neglecting the other equally competitive variables such as physical facilities conditions, teachers' promotion, and study leave. Despite these findings, literature has highlighted a strong and significant connection between physical facilities conditions and teachers' commitment to their work (Akomolafe and Adesua, 2016). For example, a study by Sam-Kalagbor (2021) and Dagli and Gençdal (2019) in Nigeria and Turkey, respectively, on the connection between physical facilities conditions and teachers' commitment to work indicates a significant relationship.

In the Ghanaian context, Central region, Cape Coast, though, it has been established that school physical facilities conditions have a significant relationship with teachers' commitment to work, which leads to an improved performance level of the teachers and in turn influences students' academic performance, it is unclear how the two variables connect at the public senior high schools setting in Cape Coast Metropolis (Mensah, 2016). In addition, there is

little or no research on the conditions of the facilities in connection with teachers' commitment. Therefore, this study seeks to fill the gap created by the unavailability of research evidence to determine the relationship between physical facilities' conditions and teachers' commitment to work.

Purpose of the study

The study aims to determine the relationship between physical facilities' conditions and teachers' commitment to work in Cape Coast public senior high schools.

Research objectives

In order to determine the contribution of physical facilities conditions on teachers' commitment to inform educational stakeholders, the following research objectives have been promoted to guide the study:

1. To determine the relationship between academic facilities' condition and teachers' commitment to work
2. To determine the relationship between administrative facilities' condition and teachers' commitment to work
3. To establish the relationship between ancillary facilities' condition and teachers' commitment to work
4. To establish the relationship between boarding facilities' condition and teachers' commitment to work

Research questions

The following research questions were couched for the study in accordance with the research objectives:

1. What is the relationship between academic facilities' condition and teachers' commitment to work?
2. What is the relationship between administrative facilities' condition and teachers' commitment to work?
3. What is the relationship between ancillary facilities' condition and teachers' commitment to work?
4. What is the relationship between boarding facilities' condition and teachers' commitment to work?

The Significance of the study

The study is noteworthy for several reasons. First, aside from its significant contribution to existing knowledge on physical facilities conditions and teachers' commitment to their work, this study would deepen or provide insight to the respondents (teachers) of the positive role of physical facilities conditions in their commitment to their profession in the area of classroom performance and their sense of belonging to the school. It would help readers understand how physical facilities' conditions influence teachers' commitment to their profession. Again, it will help the stakeholders; the government, the Ministry of Education, educational planners, and NGOs to build upon the existing knowledge on the connection between physical facilities conditions and teachers' commitment to their profession and also improve education delivery at senior high schools. After all, gathered and analysed data as part of this research would help inform through seminars, conferences, and publications to provide school

facilities that are suitable for teachers because they have a significant influence on their commitment.

Limitations

The busy schedule of the heads of schools limited the study in scheduling appropriate meetings for data collection as well as teachers' time to respond to the questionnaires on time. Again, the 24% of the questionnaire that was not returned may have had a negligible influence on the outcomes and conclusions drawn from the study. However, the study's findings were not affected so much since the return rate was high.

Delimitations

The study was constrained to the conditions of the physical facilities. Furthermore, to ensure the preservation of education standards in public senior high schools and promote a high teacher retention rate, the research was delimited to public senior high school teachers within the Metropolis, while excluding private school teachers.

Definition of terms

Physical facilities conditions: According to Sam-Kalagbor (2021), physical facilities conditions are the state of academic, administrative, ancillary, and boarding facilities that determine an environment for teaching and learning in formal education.

Teachers' commitment: refers to the involvement and the strength of the bond with the school which in turn influence their performance and effort to achieve school success(Peretomode & Bello, 2018).

Teachers' performance: teachers' performance is defined as the collection of their activities, attitudes, and behaviours that lead to the achievement of their students' educational objectives in the teaching-learning environment (Ekpoh, 2016).

Educational success: A successful education is defined as a learning process that develops students' talents and imparts relevant information, useful skills, and appropriate behaviour (Khan, 2019).

The organisation of the study

This thesis is structured into five chapters to provide readers with adequate information regarding the study's credibility. Chapter One covers the study's background, problem statement, objectives, research questions, and goal, as well as its delimitations and limitations. Chapter two presents a review of related studies on the theoretical, empirical, and conceptual foundations of the research. In chapter three, a detailed description of the research methodology is provided, including the study design, population, sample size, sampling method, research instrument, data collection process, and data processing and analysis. Chapter four presents the study's findings, which are interpreted and discussed in relation to the existing literature. Finally, chapter five offers a summary of the study, along with the conclusions and recommendations derived from the research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter is dedicated to examining literature relevant to the study in order to establish a strong foundation for the study objectives as outlined in Chapter One. In addition, the chapter discusses literature related to this study to improve understanding of the connection between physical facilities conditions and teachers' commitment to their work in the public senior high school context.

This chapter reviewed literature on three broad areas namely: concepts related to the study, theoretical frameworks, and empirical research. First, it consulted conceptual review of physical facilities conditions followed by teachers' commitment. Second, the conception of the area of the study made it possible to advance a pertinent empirical research review. Again, the theoretical underpinnings of the study were laid thereby resulting in a theoretical framework that anchors the study. The conceptual framing of the study came next to accentuate the theoretical framework and contextual realities around the study. In the final analysis, concluding thoughts of the researcher are provided to set the stage for advancing the based on the combination of theories and research related to the study.

Conceptual Review on Physical facilities conditions and teachers' commitment to their work

This section consults literature on physical facilities conditions and teachers' commitment as the main variables in the study. It began with physical

facilities conditions and was followed with teachers' commitment. In addition, the section ended by establishing a link between physical facilities' conditions and teachers' commitment. There are several studies on physical facilities' conditions and teachers' commitment; however, this study reviews recent studies in the discipline in the paragraphs below.

Physical Facilities Conditions

Education is authentic machinery for growing a country because of the roles of educated people in improving science, socioeconomic, and political structures to make individuals, families, and society a better place to live (Sam-Kalagbor & Bello, 2021). As a result, today's education must prepare students to function effectively as adults, which is impossible without excellent facilities and committed teachers. According to Dagli and Gençdal (2019), physical Facilities condition is the state of academic, administrative, ancillary, and boarding Facilities that strive to provide an equitable, high-quality, and welcoming environment for teachers and students. The authors further emphasised that the conditions of school facilities can be determined as excellent, good, average, and poor based on outline criteria. Notwithstanding, physical facilities are also into four categorisation as listed below

- *Academic Facilities*: It includes classrooms, laboratories, skills teaching workshops, libraries, an ICT centre, and individual study rooms.
- *Administration Facilities*: It includes personal teachers' offices, General staff room, medical rooms, maintenance, and counselling rooms.

■ *Ancillary Facilities*: It includes sports facilities, training equipment, a multi-purpose hall (assembly/dining), a kitchen, toilets, and infirmary facilities.

■ *Residential Facilities*: It includes teachers' dormitories, bungalows, washrooms, washbasins, entertainment, and a storage room.

Murungi (2018) postulate that physical facilities condition refer to either the excellent, good, or poor state of schools' libraries, classrooms, a playground, and other essential resources for teaching and learning. According to Mutai (2016), classroom learning environments are conducive when physical facilities, laboratories, classrooms, and libraries are in good working order. Murungi (2017) agreed with the previous remark and also contributed by saying that good school amenities make the classroom environment very engaging and exciting, pushing pupils to work harder and produce more. According to Lawanson and Gede (2011), the facilities supplied to schools are instructional, recreational, residential, and general. Sam-Kalagbor and Bello, (2021) defined physical facilities as the physical framework where teachers perform their duties. The authors added that education is significant for efficiently connecting and organising human resources and good physical facilities. This implies that the availability of the facilities alone is not enough to achieve the efficiency of education; however, the look should be appealing for instance, it should be clean, well-maintained, and well-equipped.

According to Akomolafe and Adesua (2016), schools' physical facilities condition has to do with the good, average, or poor nature of buildings such as

classrooms, libraries, labs, bathrooms, offices, and other facilities that are likely to inspire kids to learn. Similarly, Tijani (2016) proposes that physical facilities conditions include the state of academic and extracurricular sports and games. Morris (2003), claims that the condition of the schools' facilities comprises the age of the building, climate, ventilation, the amount and type of classroom illumination, and the facilities' upkeep and cleanliness which have a positive impact on teachers' work. Furthermore, Bowers and Urick, (2011), and Earthman and Lemasters, (2011) also postulate that the appropriateness of the school's physical facilities acts as a symbol of teachers' commitment in improving educational quality compared to those in bad condition and inadequate. This implies that excellent physical facilities provide favourable conditions for teachers to achieve instructional purposes.

According to Ekpoh (2018), physical facilities do not centre only on the number of facilities and various systems but the conditions of the building, including electrical power, security, furniture offices, teaching materials, lighting, temperature conditions, workshop equipment, and library resources. Again, the researcher suggests that the teaching facilities' conditions and availability are critical platforms for offering services to improve teachers' commitment to their work. The physical environment's role is to ensure that professional tasks are completed comfortably, efficiently, and dignifiedly.

Overall, high-quality school buildings provide favourable conditions that match the changing demands of teachers resulting in significant improvements in teachers' profession. No disputing the role of Learning materials and curriculum

in teachers' performance, the role of physical facilities conditions of schools also significantly influences teachers' commitment to their work as claimed by Olatunji (2013).

Teachers' Commitment

The concept of teachers' commitment has been the subject of interest in education because it goes beyond the level of teachers' services, such as time and energy, to school. Still, it signifies the strength of the bond between a teacher and a school, which promotes the teaching profession, school success, and students' performance and reduces the turnover rate (Altun, 2017). Teachers' commitment is teachers' desire to work and stay in the field of education (Chimaobi et al., 2015). It is crucial to a school's performance since it affects significant employee-related variables such as teacher turnover, absenteeism, productivity, morale, and purposeful behaviours. However, the cooperation required to achieve schools' goals necessitates that the school and the teachers agree on providing good facilities; the educational system needs both facilities and teachers to function effectively (DeCremer, 2012). In addition, teachers' commitment engulfs the passion at which they internalise and adopts the school's traits and ideas (Yukl, 2010). Several benefits are associated with a school where teachers exhibit a high level of commitment or where commitment is dominant. Teachers' work happiness, decisions, transparency, duty diligence, accountability, effective workers, decreased employee resignation, a lower difference of opinion, and low absenteeism are examples of teachers' importance to the school's commitment (Hari, 2019).

Teachers' commitment is a psychological attachment of teachers to schools which determines their loyalty to the school's values and goals (Altun, 2017). The author added that teachers have an emotional link with their students and are at the heart of good education and one of the most crucial components of effective teaching. As a result, committed teachers significantly impact their students' learning and achievement. According to Altun (2017), committed teachers invest in their workplace and devote their time and energy to promoting the schools' success. Again, committed teachers create an effective learning environment where students improve their abilities and succeed tremendously. Teachers' commitment is a person's desire or psychological state to stay with a company. It is a relationship between employees and employers (Noraishah, 2019). Commitment measures a person's willingness as a member of a group desire to help the organisation achieve its highest level of expertise (Sjahrudin & Sudiro, 2013). Teachers' commitment refers to their ability to implement innovative teaching practices to improve a school's performance (Crosswell & Elliott, 2004). Furthermore, dedicated professors encourage students to participate in school activities, resulting in enthusiastic students. The author says that teacher dedication is critical to high-quality teaching and promotes school success, student achievement, teacher retention, and the teaching profession.

Teachers committed to their profession are passionate about their work (Garrison & Liston, 2004). They also respect other human resources, essential for establishing a solid relationship to improve the school environment. Again, committed teachers are continuously looking for ways to improve their skills. As

a result, dedicated teachers acquire a sense of devotion toward the school where they work and put in much effort on behalf of the school. All of these elements contribute to the school's achievement of its objectives.

According to Noraishah (2019), commitment from teachers is necessary for high-quality instruction. Committed teachers have the passion, drive, and energy to improve their work. When teachers are passionate about what they do, they become happier at work and strive to deliver top-notch instruction. Additionally, they worry about how they perform and work to achieve high standards to perform well. Teachers' commitment to school is undeniable, as is teachers' desire to see the school's objectives met (Carbonneau et al., 2008). As a result, student achievement necessitates teacher attention, and teacher commitment impacts student achievement. Teachers dedicated to their schools put extra effort into making a difference in students' growth (Hari, 2019). Finally, committed teachers are concerned about their professional development and good teaching and learning because they believe that understanding the needs of students is critical in education.

Types of Commitment

People handle commitment differently in their personal and professional lives. Various tactics oblige an individual to initiate a specific action. Some become committed because they feel obligated, while others may have legitimate reasons for their commitment. Khan et al. (2013) claim that one significant distinction in explaining commitment recognises the three components of commitment: continuity, normative, and emotional. The three are commonly

known as "have to," "need to," and "want to." Though an individual may exhibit variable degrees to all three components of commitment towards a given goal, each has different behavioural implications.

Affective Commitment

Employees form an affective commitment with an organisation due to the positive extrinsic rewards acquired through the effort-bargain, even if they are unrelated to the company's goals and values, according to Khan et al. (2013). Affective commitment measures individual bond with the institution through a career challenge, position clarity, personal importance, feedback, managerial receptivity, peer cohesion, and goal clarity. According to Umoh et al. (2014), Individuals' affective commitment to their organisations has to do with identification with the desire to form a rewarding relationship with a company, followed by internalisation, which indicates that the company and the individual share congruent aims and values. Furthermore, Khan et al. (2013), commitment refers to an employee's attitude toward a company that binds the person's identity to it. Employees' psychological commitment to and identification with the enterprise is known as affective commitment to the organisation (Sharma et al., 2015). Workers who exhibit affective commitments are happy because they enjoy working for the company and are willing to go above and above for their benefit. Individuals' affective attachment to the institution occurs through participation and familiarity with the company. Affective commitment is the most potent workplace, impacting positive behaviours such as attendance, performance, willingness to accept trust, and overall good behaviour among employees

(Sharma et al., 2015). In addition, commitment influences the organisation and will promote good work. As a result, employee commitment to the organisation strengthens when employees embrace the company's values, goals, and objectives. Concerning the earlier statement, affective commitment is a significant aspect for any institution to install within its workers. It is associated with productive behaviour aimed at contributing meaningfully to the organisation.

Continuance Commitment

Khan et al. (2013) define continuance commitment as an individual's involvement in an organisation based on the benefits the individual gains from the institution. As a result, a personal assessment of the costs and dangers of quitting their contemporary employer is calculative. The authors added that accumulated investments and limited work options lead people to stick to their guns and that these factors are to blame for people committing to an institution because they have no choice. According to him, staying is a "benefit" linked with continuous participation, whereas leaving is a "cost" associated with leaving.

In Tarcan et al. (2015), continuance commitment refers to a person's knowledge of the consequences of leaving an organisation. The continuity commitment is based on the idea that either the expense of separation is prohibitively expensive or there is no other option. In addition, continuous commitment uses profit-loss concepts examined when individuals are in an organisation. In addition, constant commitment occurs when a worker continues with the organisation's unavailability of alternative income if they depart, such as a reduction in pay, seniority, or pension benefits. Also, continuous commitment is

an individual's desire to remain in an organisation indefinitely to identify with it (Hari, 2019).

Furthermore, the Individual stays in business because they believe that leaving will be costly. When a person learns that he has few career options, he will be more committed to the institution. As a result, withdrawal from the organisation will jeopardise continued commitment due to retirement benefits and other factors.

Normative Commitment

Özkalp and Kirel (2013) defined normative commitment as an employee's moral or legal willingness to continue working for a responsible institution. Again, normative commitment is an exchange system in which material advantages and incentives reciprocate for performance and loyalty. According to Fehrenbacher et al. (2019), normative committed employees act in ways that support the organisation's aims and objectives. According to Khan (2013), individuals must sustain their organisational engagement due to internalised normative conceptions of responsibility and obligation. Employees with normative commitment believe they are obligated to stay with the company because they believe it is correct. Normatively, committed employees think that staying in the company is ethically correct, regardless of how much advancement or satisfaction the company provides over time (Fehrenbacher et al, 2019). According to Khan et al. (2013), moral obligation comes from the socialisation process within a community. In either case, it focuses on the reciprocity rule. Employees' ideas about their responsibilities to the organisation reflect in

normative. In addition, workers who exhibit a high level of normative commitment consider the opinions of others and also the opposite. Normative commitment aligns with the employee's norms; a sense of self-confidence will make them responsible for the organisation. They will feel compelled to stay in the organisation out of loyalty. The authors added that normative commitment develops when institutions offer incentives, such as sponsoring courses or training centres, to train their staff regularly. When someone pioneers an organisation and has been with it for a long time, they build normative commitment and are thus, more responsive to the group (Öskalp & Kirel, 2013). As a result, normative commitment is essential since it is associated with organisational success and aids in creating a positive working environment. "The internalised normative demand to perform in a way that meets organisational aims and interests" refers to normative commitment. Erdogan and Cavli (2019) argue that commitment to the organisation depends on three criteria. These criteria are:

Employees are eager to become part of an organisation, make a concerted effort toward the organisation's goals and interests, and willingly contribute to establishing and preserving the institution's identity by accepting the organisation's goals, norms, and values. Several models have described commitment in the workplace. Given that, teachers' commitment to their institutions is a significant factor in achieving organisational success.

These three commitment types (affective, continuance, and normative) were chosen for this study due to their distinct advantages in building a strong employee-organization bond. These commitments center on intrinsic motivators

like emotions, personal investment, and ethical alignment, which are enduring and less influenced by external factors (Erdogan & Cavli, 2019). By emphasizing these commitments, organizations can develop a passionate, loyal, and dedicated workforce, resulting in increased teacher satisfaction, improved performance, and reduced turnover rates.

According to Erdogan and Cavli (2019), individuals show signs of normative behaviour because it is virtuously right rather than distinctively advantageous. Commitment as a habit is evident when organisational members are devoted to existing groups inside the group or organisation (Erdogan & Cavli, 2019). Despite the study, commitment is laden with difficulties. Khan et al. (2013) acknowledge that an employee's relationship with an organisation may represent variable degrees of all three commitment components, but it is critical to assess the strength of each separately because the related behaviours are vastly different. Few studies, however, make this distinction. Kipkebut (2010), for example, reviewed research on the relationship between employee dedication and job success. He pointed out that previous studies had failed to discriminate between particular emphases and commitment motives, leaving evidence of a linkage ambiguous. In contrast, his research distinguished several types of commitment and discovered that commitment to supervisors was favourably associated with output, whereas commitment to the organisation had a poor correlation. As a result, determining an employee's commitment profile is critical because it separates individual concentrations essential to a person and determines the intensity of the three components of commitment linked to each other. If

schools want to succeed or stay afloat, they must secure their employees' commitment because instructors' commitment is related to how pleased or content they are with their jobs. Therefore, all schools must provide suitable and adequate facilities since literature has proven a link or significant relationship between physical facilities and teachers' commitment. Furthermore, a highly committed teacher holds positive feelings about the job, while the opposite holds negative. Therefore, there should be suitable and adequate physical facilities to influence teachers' commitment, which will improve their professionalism and, in return, reflect in students' academic achievement and schools' success.

Empirical research on physical facilities conditions and teachers' commitment to work

This section consults literature on physical facilities conditions and teachers' commitment as the main variables in the study. The empirical section will be in four sub-sections, starting with (1) academic, (2) administrative, (3) ancillary, and ends with (4) the relationship between boarding facilities conditions and teachers' commitment. There are several studies on physical facilities' conditions and teachers' commitment; however, this current study reviews recent studies in the discipline in the paragraphs below. Again, for this study physical facilities condition is operationalised by the researcher as the state or surroundings of the available facilities in the public senior high schools. Thus, the state of the facilities is considered to be poor, average, good, or excellent.

Academic facilities' conditions and teachers' commitment to work

According to Dağlı and Gençdal (2019), academic facilities condition refers to the excellent, good, average, or poor state of the regular classrooms, labs, skills-teaching workshops, libraries, and individual study rooms that are instrumental in the teaching and learning environment. For this current study, the researcher shifted his attention to the condition of the available classrooms, science laboratories, ICT centres, and libraries as his main variables.

Sam-Kalagbor's (2021) empirical study claims that good academic facilities (school facilities) substantially impact teachers' commitment and students' performance. Furthermore, physical facilities positively and negatively affect teachers' commitment to work. The study concludes that poor academic structure or outdated teaching and learning facilities can harm teachers' performance or commitment. In contrast, good learning facilities can help enhance and improve teachers' performance, affecting students' academic performance. A study by Warmbier (2018) reveals that good academic facilities positively influence teachers' commitment. From the study, it can be concluded that the author employs the appropriate primary research question and methods to fulfil the study's goal. However, the author's attention to physical facilities condition was confined to only age neglecting other factors, resulting in a gap that requires more research. Again, Dağlı and Gençdal's (2019) study: The relationship between academic facilities' conditions and teachers' commitment in Turkey, which employed a quantitative correlational survey design, indicates a significant relationship between academic facilities and teachers' commitment. , The study

also reveals that teachers' commitment to the organisation grows when academic facilities are in good working order. Appropriate facilities support employees' high commitment above and beyond to fulfil their responsibilities and meet organisational goals, allowing employees to keep favourable relationships with the institution and their membership for longer periods. However, Khan's (2019) study titled: The impact of organisational climate on teachers' commitment refutes the two studies above. Though there was a significant relationship between most organisational climate variables, academic facilities negatively impacted teachers' commitment. Akomolafe and Adesua's (2016) study in Nigeria refutes Khan's (2019) study that good academic facilities play a significant role in enhancing teachers' commitment level in schools, whilst inadequacy and poor academic facilities conditions contribute to the low performance of teachers in their workplace. The researcher's methodology suited the study and helped in achieving the aim. Nevertheless, one of the study's limitations was that it focuses on the availability and use of physical facilities to neglect the condition. Factoring in the condition would have helped because when facilities are in numbers and not in good condition, it will be difficult to utilise them to achieve the school's purpose. Moreover, Olel et al. (2020) study using regression analysis indicates that good and enough academic facilities ensure a learner-friendly learning environment, ensuring both the teacher and learner love teaching and learning. According to the study, academic facilities are vital for teachers' commitment and students' success. Worn-out buildings inhibit learning, and in certain circumstances, the absence of important buildings, such as a laboratory, the

library, computer rooms, classrooms, and even offices, results in low performance. Again, schools with poor physical learning facilities deprive teachers of motivation for effective teaching, which has a detrimental impact on their performance. The regression method effectively showed how a change in the independent variable affects the result variable. A descriptive study by Ekpoh (2018) in Nigeria indicates that when academic facilities as a category of physical facilities are in good condition and available, most teachers demonstrate a high level of commitment. Academic facilities in good working order significantly impact teachers' job performance and productivity. As a result, Ekpoh (2018) proposes that teachers require a conducive and suitable physical environment to maximise their commitment. On the other hand, when academic facilities are in poor condition, teachers feel dissatisfied and show a lack of commitment. According to the author, teachers need office space, boardrooms, and facilities to prepare educational presentations. When provided, these facilities help maintain current educational goals and objectives by meeting teachers' and students' psychological and material needs. A study in Ghana by Issah et al. (2016) indicates a significant relationship between academic facility conditions and teachers' commitment. The education system normally depends on the foundations of excellent physical facilities and committed teachers. The authors said that good academic facilities influence teachers' commitment and improve the school's teaching profession. In a study by Adeyemo (2010) and Babatope (2010), when academic facilities are in good working order and adequate, such as a library with relevant materials to aid teachers' jobs, the pace of their teaching

improves. Physical facilities are the most powerful indicator of academic achievement, according to Owoeye and Olatunde (2011). However, a study by Aziz, Mahmud, & Muda (2019) in Malaysia on factors affecting teachers' commitment using a framework-based teaching approach refutes the previous study. The study reveals that excellent students' academic achievement leads to a high commitment level of teachers and positively correlates with teachers' performance. Therefore, academic facilities have no significant relationship with teachers' commitment. A study by Eliasu et al. (2019) in Ghana indicates that academic facilities enable teachers' commitment and assist students in learning effectively, much above what is feasible when students do not have access to these resources. In their research, Alimi et al. (2012) and Vandiver (2011) discovered a significant association between the condition and availability of facilities and teacher outputs.

Consequently, Nwafor et al. (2016) study in Nigeria found that when academic facilities are insufficient and in poor condition to encourage instructors in their work, higher absenteeism, low effort, classroom effectiveness, morale, and low teacher commitment occur. When working conditions are good, however, it leads to enthusiasm, high morale, teamwork, and responsibility acceptance. High-quality academic facilities enhance teachers' creativity and commitment to effective class delivery at all levels of the educational system (Babatope, 2010). In addition, Ekpoh (2018) states that teachers' commitment levels connect with school climate, salary, promotion, housing, and student behaviour. According to evidence, poor infrastructural facilities have led to unproductive instructors'

performance and learning environments in Nigerian polytechnics (Olatunji, 2013; Isaiah, 2013).

According to Adewunmi (2000), quality academic facilities are what teachers require to work effectively in an educational context. According to Solomon et al. (2014), due to poor circumstances of basic facilities for learning and research, lectures at various polytechnics are not performing at high levels in the curricular area. Kaplan's (2014) study titled "the investigation of physical conditions of school buildings in the eyes of teachers" indicates that school buildings are inadequate and are not intended to meet the needs of disabled individuals, thereby failing to satisfy teachers' and students' needs. Çağlayan's (2014) study reveals that teachers' assessments of academic facilities conditions in school buildings are "partially sufficient" In their "school buildings and teachers' commitment" study. Moreover, Akbaba and Turhan's (2016) study, titled: "An examination of teachers' perspectives on physical problems of primary school buildings", indicates that a substantial proportion of teachers said school buildings are in bad shape and that when facilities are in poor condition, teachers demonstrate a low degree of commitment. The findings of a study by Tösten and Han (2015) in Turkey revealed that the majority of Turkish schools lack basic school Facilities such as a gym and cleaning personnel, as well as information technology classrooms, cleaning supplies, school heating levels., the playground, and libraries all of which impact teachers' commitment negatively. On the other hand, Leemans (2009), a study in Belgium on monitoring the quality of school buildings in the Flemish community in Belgium found that most academic

facilities meet the basic requirements of liveliness and teacher safety. However, the facilities are frequently insufficient in dealing with the twenty-first century's new pedagogical and societal challenges.

Administrative facilities conditions and teachers' commitment to work

Administrative facilities condition refers to the environment or the surroundings in terms of good, poor, or average of the offices, staff rooms, medical rooms, maintenance rooms, counselling, and other rooms for managing the school to promote teacher performance and efficiency Dağlı and Gençdal (2019). Again, the researcher's focus for this contemporary study under this section is on the state of the staff rooms, counselling centers, and washroom facilities. According to a study by Souck et al. (2017), titled: Quality teaching and learning are the basic requirements of the 21st century, the study findings indicate that teachers are motivated and committed to completing their jobs if administrative Facilities are well functioning. On the inside, it will go a long way toward enhancing instructional efficiency. The authors concluded that good administrative facilities are not the ideal factor in achieving schools' internal efficiency; however, the teachers' commitment and other elements are critical in achieving this goal. As a result, school-building committees must focus on quality concepts that align with instructional aims rather than individual interests inside the school. In a study conducted by Morris (2003) titled: the relationships among school facilities characteristics, student achievement, and job satisfaction levels among teachers in Georgia, U.S.A., results indicate that good administrative Facilities lead to a high level of teachers' commitment. However, a study by

Bravo et al. (2019), entitled "Role of organisational climate on teachers' commitment: An Exploratory Survey of State Corporations in Kenya," refutes the former. The findings show a more significant link between servant leadership and teachers' commitment than the state administrative facilities. Okyere-Kwakye's (2018) study in Ghana demonstrates that teachers show low commitment when staff rooms are in poor condition and insufficient to inhabit.

Furthermore, in the lack of a teaching preparation room, some teachers utilise the staff room to prepare teaching materials, mark homework, carry out administrative tasks, and make decisions. A study by Kibuthu (2016) reveals that administrative facilities (poor offices and staff standard rooms), according to the study, obstruct teachers' ability to execute their duties successfully, lowering their commitment level. On the other hand, quality and readily available facilities create a proper learning atmosphere, with 91% of administrators indicating that decent Facilities enable an inspiring work environment. Simultaneously, inadequate and unsanitary washrooms, 80% of which lacked sufficient water, would jeopardise the physical facilities' condition. Finally, the study finds that the adequacy of administrative facilities impacts the quality of the teaching environment. Poor physical facilities planning, on the other hand, does not.

Jagero's (2017) study maintains that excellent and maximum amounts of school input, as well as status and process characteristics, are all critical predictors of teachers' commitment, according to this theory. However, a study by Cerit (2016) in Turkey refutes Jagero's assertion and claims that the leadership style of school heads influences teachers' commitment and not good administrative facilities. It

also suggests that the school's facilities and efficiency do not significantly impact teachers' commitment to the school but rather the headteachers' leadership style. As a result, the school stakeholders must prioritise good leadership style and administration to achieve school goals. Formal teaching-learning cannot occur without a good leadership style which is critical in creating welcoming environments for teachers and students in academic contexts. A study by Tehseen and Hadi (2015) on "Factors influencing teachers' performance, retention, and commitment" reveals a significant association between facilities (administrative facilities) as well as the commitment of school teachers.

Ancillary facilities conditions and teachers' commitment to work

According to Sam- Kalagbor (2021), ancillary facilities conditions are the set-up of the sports facilities, gym centre, multi-purpose hall (assembly/dining), kitchen, restrooms, and infirmary Facilities which have a significant role in the teaching and learning environment. Multi-purpose hall (assembly/dining), sports facilities, and gym center are the focus of this section. Benewah et al. (2017) study in Ghana titled: improving teachers' commitment by improving other factors shows that using training equipment and sports facilities to improve the work environment impacts teachers' commitment to the school setting. The study was well conducted as it did not consider only one variable. As a result, it helped determine the influence rate of other variables aside from ancillary facilities influencing teachers' commitment with the help of regression analysis. A study by Kiptum (2018) in Kenya findings are based on two reasons: Firstly, most teachers stay at their schools because of the conditions and appearance of their ancillary

Facilities. Secondly, teachers' working environments, such as workloads, cordial relationships with co-workers, and workspaces, reduce stress, turnover, and absenteeism, enhancing their commitment. However, Makori et al. (2020), titled:

The role of ancillary facilities on learners' academic achievement and teachers' commitment in Kisumu County, Kenya disagrees with the earlier study by Kiptum. According to the research, the results indicate a significant relationship between the good academic achievement of students and teachers' commitment, whilst there was no statistically significant relationship between ancillary facilities and teacher commitment. This implies that ancillary facilities play no role in teachers' commitment in public senior high school settings based on this study. Again, a study by Marshall (2015) in Barbados agrees with Makori et al.(2020) . The study indicates no relationship between ancillary Facilities and teachers' commitment but a significant relationship between principal leadership and teachers' commitment. The results of the study findings were deductive for these reasons. First, they validated the link between teachers' leadership roles and levels of teacher commitment. Second, the results confirmed prior findings that teacher commitment is a multifaceted construct that varies based on the instructors' concentration in their different schools. However, the study has significant shortcomings that necessitate further investigation into the biological nature of teachers.

Moreover, a study in Pakistan by Malik et al. (2020), Relationship of Principals' Leadership Practices, Organisational Structure, and Physical Facilities and Teachers' Commitment, demonstrates a link between school progress and

health Facilities, Sports facilities, and teachers' commitment. According to the findings, a school's ancillary facilities, such as training, necessitate improvement in teachers' commitment levels. They eventually benefit from an excellent teaching-learning process and increase the school's efficiency. Philius and Wanjobi's (2012) study reveals that poor ancillary facilities impede teachers' commitment to schools. The findings of Philius and Wanjobi's study are opposite to Owoeye and Yaras (2011), which indicates that good ancillary facilities are important to teachers' commitment and students' academic outputs. In addition, the entire school layout, the playground, and recreational equipment, as well as their availability, relevance, suitability, and proper use, contribute to teachers' commitment and students' academic progress. Asiabaka's (2008) study on the effective management of schools in Nigeria shows that teachers' commitment has improved due to the government's policy on school facilities standards. It is because well-provided ancillary facilities in a school, such as sports halls, and training centres, assure a high degree of commitment from instructors, but poorly equipped facilities do not. The statement aligns with a study by Chiriswa (2002) that teachers' commitment depends on adequate resources such as assembly and dining halls, fitness facilities, and other facilities.

Residential facilities conditions and teachers' commitment to work

This has to do with the state or set-up of the available Dormitories, bungalows, washbasins, toilets, and storage rooms constitute boarding facilities that provide comfort and good behaviour to students and improve teachers'

commitment to a teaching and learning environment (Olel et al., 2020). Dormitories and Bungalows were the interest of the researcher in this section.

In a study by Dağlı and Gençdal (2019), titled: “the relationship between the physical conditions of school buildings and commitment according to teachers' perception”, findings indicate that teachers display a high degree of commitment to fulfilling their obligations and attain the school's aims when the boarding Facilities' arrangement and appearance (aesthetics) are impressive. As a result, they develop strong relationships with the school and continue their membership for longer. However, due to time constraints, the researchers could not cover both private and public high schools in the study, which is still a gap to be filled by researchers. Mogaka's (2019) study in Kenya on academic attainment in languages, school Facilities, and teachers' commitment in Kisii County's public secondary schools aligns with the previous study. Though the findings reveal no statistically significant relationship between the availability of boarding Facilities and students' language achievement, there was a statistically significant relationship between the availability of school facilities and teachers' commitment. As a result of the research, the provision of critical school facilities, including boarding facilities, impacts teachers' commitment and also influences students' academics ". Otchere et al. (2019) study in Ghana on school facilities (boarding facilities) conditions teachers' commitment, and students' performance reveals a link between school facilities conditions, teacher commitment, and academic achievement among high school students in Oda Senior High Schools. The findings indicate that when the school facilities are in a good state, it

positively impacts teachers' commitment and the students' academic achievement. This implies that when schools' boarding facilities are in poor condition, it significantly affects teacher job commitment, performance, and productivity negatively. Teachers tend to have issues with their jobs when their accommodations state is not good. Again, when boarding facilities are not in good condition, teachers become dissatisfied because it leads to student misbehaviour due to not feeling a sense of belonging to their schools. literature has acknowledged that students' good students' behaviour influences teachers' commitment (Akuoko and Dwumah, 2013). There is emerging evidence that school Facilities, such as boarding Facilities, influence the attitudes and behaviours of students and their academic achievements, which in turn influences teachers' commitment. According to a study by Press Release Login (PRLog) (2012), in the neighbouring Gauteng Province, boarding schools provide all of the Facilities students require throughout their studies, creating a positive learning environment for students and increasing teachers' commitment to their job.

In a study in Pakistan by Malik et al. (2020), the relationship between organisational structure and teachers' commitment to school improvement refutes a link between teachers' commitment and physical Facilities. However, there is a significant relationship between communication technologies, discipline, and teachers' commitment. According to the findings, a school's facilities conditions do not impact teachers' commitment. However, the author concluded that there is no link between teachers' commitment and physical facilities conditions that helped the excellent teaching-learning process. Furthermore, Valentino's (2012)

study demonstrates that boarding institutions have higher academic and social achievement rates and teachers' commitment to the organisation.

Similarly, appropriate dorms and bungalows impact positive student behaviour and determine teachers' commitment. Moreover, Maphoso and Mahlo's (2014) study in South Africa demonstrates a strong relationship between basic facilities conditions and teachers' commitment. The natural inference from these findings is that there is a link between excellent basic facilities (boarding facilities) and teacher commitment.

Also, at boarding institutions, basic facilities contribute to high academic accomplishment. Bungalows, toilet facilities, and dormitories are essential facilities that contribute to teachers' commitment and students' academic progress. However, Kapinga's (2017): assessment of school facilities and resources on teachers' commitment in the context of free primary education in Tanzania contradicts Maphoso and Mahlo's (2014) and Valentino's (2012) studies. The result indicates no statistically strong relationship between the school learning environment and teachers' commitment. Last but not least, according to Ileoye (2015), students are satisfied with schooling when there are functional toilets and urinals, flowers planted in precise areas on the school grounds, a good playground, and much more appealing teaching and learning facilities.

The Theoretical frameworks

The focus of this study on the physical facilities and conditions of schools as a place of the human institution and its relation with teachers' commitment to education is multidisciplinary. Thus, the study uses multidisciplinary theoretical

perspectives to describe the understanding of the phenomenon studied. These frameworks are James Coleman's (1966) production function model of education and Von Bertalanffy's (1968) education system theory. Whereas the former places more emphasis on the facilities' availability, the latter focuses on the facilities' conditions and how that relates to teachers' commitment to work.

James Coleman's (1966) Education production function theory

James Coleman's (1966) production function framework is one of the theories that underpinned this study based on the study's goal and objectives. To begin with, James Coleman's (1966) production function reviewed school as a corporation that processes educational inputs (school physical facilities, students, and teachers) into educational outputs (high teacher commitment via performance and effort as a result of the facilities, and the academic success of students through test scores as graduates). Several authorities have made use of the production function. For instance, the proponent of the theory, James Coleman used it in his work in 1966 in the United States of America. Coleman in 1966 applied this technique to assess the contribution of academic outcomes in relation to the available facilities. The study was done to determine teachers' commitment and students' performance based on the available facilities. This study revealed that teachers exhibit a high level of commitment and high performance on the part of the students due to enough facilities. Again, Fuller also applied this theory in his 1985 study and it helped him achieve his desired outcome. In regards to this current study, "school inputs" are facilities conditions, while "school output" is teachers' commitment. Despite the significance of this framework, it also has its

shortfall. The shortfall of this theory is that it did not factor in the conditions of the school facilities. Instead, it concentrates on the availability of the facilities neglecting the conditions. Aside from the shortfall, the theory is still significant to this study because the concentration is on the conditions of the available facilities in the schools and their influence on teachers' commitment to work.

Von Bertalanffy's (1968) system theory

Von Bertalanffy (1968) built on the production function model by factoring in the conditioning aspect of the facilities. The theory was invented before and after the Second World War to promote broad education systems. According to Bertalanffy (1968), the general system theory applies to all sciences or procedures, including education. The author, though a biologist, was interested in knowing how systems in education work to achieve a common goal. The author referred to the system theory in education as a "black box" (Input and output production).

The general system theory of education developed by Von Bertalanffy (1968) focuses on how educational resources influence outcomes. The theory's interconnected elements are the input, transformational process, and output. The input process encompasses physical facilities, conditions, teachers, and students. In contrast, the transformation process entails the successful execution of the school curriculum and the transformation of the inputs into outputs (teacher commitment, school success, and student performance). The system in education can refer to the entire institution, academic division, or department, as well as the human and physical resources that work together to ensure the school's success.

For instance, studies by Bozkus (2014) and Gruezmacher et al. (2019) adopted these theories, and the result aligns with the theory that when Facilities are available and in good condition, it affects teachers' professionalism (commitment). Again, studies also indicate that when institutions function well with all their components, it creates a positive relationship. The outcomes are the school's results and services that are useful to users. A functional link between educational inputs and outputs is a production function for education and a corresponding output meter. Based on the study's aim, this research focuses on school facilities conditions as the (input), which impacts curriculum implementation and produces teachers' commitment as (output).

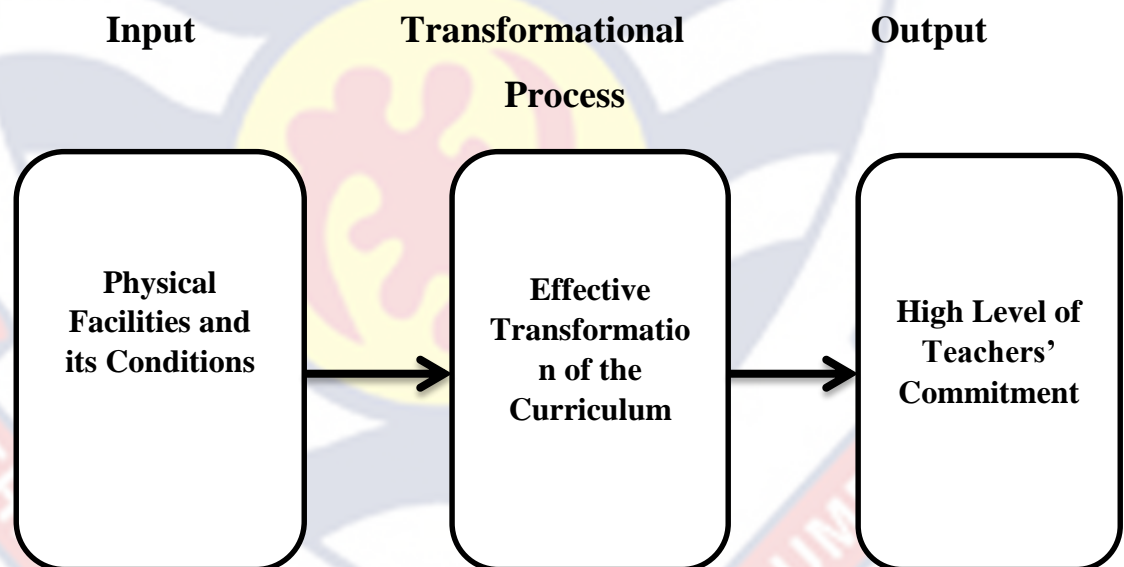


Figure 1: A theoretical Framework for Physical Facilities conditions and Teachers' Commitment

Source: Author's construction.

The Conceptual Framework

Based on James Coleman's (1966) education production function framework and Von Bertalanffy's (1968) general system theory underpinning this

study and the findings of the literature supporting this study, a conceptual framework was developed to explain the relationship between physical facilities' condition and commitment which serve as the reflection about the research and its scope.

The study's conceptual framework consists of facilities and the teachers' commitment. The physical teachers' commitment relates to the teachers' involvement and the strength of the bond with the school. Physical facility conditions are assumed to have a major impact on teachers' commitment. Moreover, teachers' commitment is relevant in determining their professionalism when facilities are available and in good condition. To conclude, the quality and availability of Facilities promote the effective implementation of the school curriculum and allow teachers to perform their duties diligently. The conceptual framework illustrates an interaction between the main variables of the study; physical facilities and teachers' commitment.

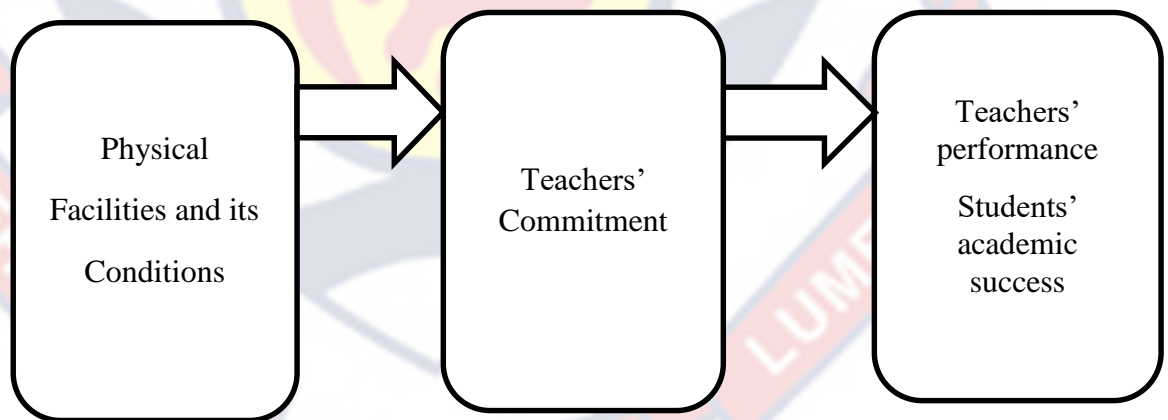


Figure 2: A Conceptual framework for physical facilities conditions and teachers' commitment

Source: Author's construction.

Summary of the Related Literature Review

There is a growing research interest in the connection between schools' physical facilities condition and teachers' commitment. Several researchers have contributed to research in teachers' commitment discipline, but few include (Dağlı & Gençdal, 2019; & Khan, 2019). Although they have contributed to determining the significance of teachers' commitment in the education setting, which affects their performance level, it is unclear in the public senior high school context. The review has helped establish a route where the majority of the studies or the researchers, but not limited to Ekpoh (2019); Issah et al. (2016); Mogaka's (2019); Okyere-Kwakye's (2013); and Otchere et al. (2019); concentrated on physical facilities availability. On the other hand, these researchers, Dağlı & Gençdal (2019), Sam-Kalagbor, (2018) and a few others focused on the condition of the facilities in relation to the teachers' commitment. On the part of these researchers, Khan (2019); Akuoko and Dwumah (2013); and Sowah (2018) concentrated on the leadership style influence on teachers' commitment.

For this reason, the chapter drew on a combination of related theories and research on the influence of physical facilities conditions and teachers' commitment. As a result, the study problem, purpose, and questions given in chapter one were informed by the review of related literature. The chapter built a conceptual framework to direct the investigation to fill the research gap caused by the unavailability of research evidence to determine physical facilities' conditions in influencing teachers' commitment. The reviews and frameworks to provide strong support to this study's goal set out the research methodology used in throwing light on the research problem.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter discusses the research approach, the design, population, study area, sample structure, data collection procedure, ethical considerations, data processing, and analysis, and ends with a conclusion.

Study Approach

The quantitative orientation was made an obvious choice for the conduct of the study based on the nature and goals of the study. The approach is superior for this study because it helps to describe the situation and link (Miller, 2020) between physical facilities conditions and teacher commitment. As a result, it aids in quantifying the data collected from the respondents and statistically allows generalisation (Aggarwal & Ranganathan, 2018).

Research design

The study adopted a descriptive survey design. The descriptive survey is appropriate for the study based on the purpose of the study. The design uses a set(s) of techniques to describe, analyse, and interpret existing conditions in a reflective way and in real time. A descriptive study design also involves and attempts to discover relationships between existing variables (Neuman, 2011). The study chose a descriptive design to obtain relevant and precise information concerning the independent and dependent variables. It focuses on describing a phenomenon in its natural state rather than inferring a cause-and-effect correlation between the variables (Aggarwal & Ranganathan, 2018). This design aids in

determining how the schools' physical facilities conditions relate to the teachers' behaviour patterns (commitment).

The Study Area

Cape Coast Metropolis shares a border in the north with “Twifu-Heman Lower-Denkyira, in the south with the Gulf of Guinea, east by Abura-Asebu Kwamankese District, and west by Komenda- Edina-Aguafo-Ebirim. Cape Coast Metropolis has 11 public senior high schools. In addition, the metropolis has six educational circuits”. Furthermore, the Metropolitan area of Cape Coast has a rich history as the birthplace of education in Ghana. The primary language spoken by the local indigenes of Cape Coast is Fante. The Metropolitan boasts a diverse range of educational institutions including a university, technical university, college of education, and a nursing training school. Despite this, the local population is predominantly made up of farmers and fishermen. According to the Population and Housing Census conducted by Ghana statistical services in 2021, the population of Cape Coast is estimated to be 169,900.

Rationale for choice of Study Site

The reason for choosing this study area is that, though, it has been established in the Central regions' Cape Coast that school physical facilities conditions have a significant relationship with teachers' commitment to work, which leads to improved performance levels of the teachers and in turn influences students' academic performance, it is unclear how the two variables connect at the public senior high schools setting in Cape Coast Metropolis (Mensah, 2016). In addition, little or no research has been conducted in Cape Coast on the conditions

of the public senior high schools' physical facilities in connection with teachers' commitment. Therefore, this study seeks to fill the gap created by the unavailability of research evidence to determine the relationship between physical facilities' conditions and teachers' commitment to work.

Study Population

The study's participants were teachers from the eleven (11) public senior high schools in the area. The Cape Coast Education service's statistical unit (2022) reports a total of thousand two hundred and sixty-four (1264) teachers and headteachers in the public senior high schools of the Metropolis. The study encompassed teachers from Mfantsipim School, Adisadel College, and St. Augustine College (all-boys schools). Wesley Girls SHS and Holy Child School were included (all-girls schools). Also, teachers from Ghana National School, Efutu SHS, Academy Christ the King SHS, and University Practice SHS (all mixed schools). Lastly, teachers from Oguaa Secondary Technical and Cape Coast Technical Institute (technical schools). The table below shows the schools, the total teachers' population and the sample size for each of the schools in the Cape Coast Metropolis.

Table 1: Schools, total teachers' population, and selected sample size

Schools	Total Teachers' Population	Selected Sample Size
Academy of Christ the King	104	25
Adisadel College	113	26
Mfantshipim School	151	36
University Practice senior high school	124	29
Holy Child Senior High	91	21
Efutu senior high school	104	24
Wesley Girls senior high	115	27
Ghana National College	152	36
Cape Coast Technical Institute	109	26
St Augustine's College	123	29
Oguaa senior high school	78	25
Total	1264	297

SOURCE: Statistical Unit, Cape Coast Metro Education Service, (2022)

Sample size and Sampling Procedure

According to Krejcie and Morgan's published tables from 1970, a study population of 1264 is sufficient to obtain a sample size of 297, which accurately represents the population to be studied. In addition, the researcher added 23 more to make 230 respondents. The simple random procedure was used to ensure that all participants had an equal chance of being selected, as noted by McCombes (2019). To prevent any over or under-sampling of teachers from the selected

schools, the sample size for each of the 11 schools was determined proportionally. The researcher utilised a physical lottery technique to select the sample size. This involved the researcher writing the numbers 1 and 2 on folded pieces of paper, which were then placed in a bowl. Next, all teachers for the study were gathered in front of the school's assembly hall and given the opportunity to choose one of the pieces of paper, without replacement. The researcher subsequently invited those who selected the paper with the number 1 to participate in the study, while thanking those who chose the paper with the number 2 and allowing them to attend to their duties.

Data Collection Instrument

A structured or close-ended observation checklist on physical facilities conditions for the teachers to determine the condition of the facilities and teachers' commitment questionnaire were developed to determine the relationship between physical facilities conditions and teachers' commitment. The instruments were developed based on reviewed literature and study goals. The physical facilities' conditions observation checklist was self-developed and adapted to Dagli and Gençdal's (2019) criteria for determining physical facilities' conditions. On the other hand, the study adapted the teachers' commitment questionnaire from Sowah (2018). The observation checklist for the physical facilities conditions consists of twelve (12) items in four (4) dimensions. The first dimension is Academic facilities with four (4) items, followed by Administrative facilities with three (3) items, and Ancillary and Residential facilities followed

with three (3) and two (2) items, respectively, on a four-point Likert scale ranging from Poor to Excellent.

On the other hand, the teachers' commitment questionnaire was structured in three dimensions, each with four (4) items rated on a five-point Likert scale ranging from Strongly Disagree (SD) to Strongly Agree (SA). The three categories were Affective commitment, Continuance commitment, and Normative commitment. As noted by Harpe in 2015, the use of the Likert scale is a useful tool for evaluating interests and commitment. Moreover, the questionnaire was tailored to senior high school teachers to elicit feedback on their commitment in the three (3) categories. The study used a questionnaire to maintain the responders' anonymity (Abawi & Lalor, 2014).

There were three sections on the instruments. Section A consists of (demographic profiles), Section B (physical facilities conditions), and Section C (teachers' commitment). Sex, age, education level, years of teaching experience, marital status, and present employment status are covered in Section A. Section B was physical facilities condition which adapted Dağlı & Gençdal's (2019) criteria for determining schools' physical facilities conditions. The measurement of the facilities' condition was based on core areas of equal importance. Below are the core areas for measuring the conditions of the facilities that are of interest to the study:

- i. Furnished
- ii. Room space
- iii. Ventilation (based on the number of windows).

- iv. Equal room standard size
- v. Equal teacher/student ratio
- vi. Maintenance culture practices in the facilities
- vii. The facilities' cleanliness and hygienic conditions
- viii. Internet connection available in the facilities

Table 2 shows the decision rule for determining the conditions of the physical facilities at the public senior high schools in the Cape Coast Metropolis

Table 2: Decision rule for determining the conditions of physical facilities at the public senior high schools

Number of criteria	Numerical value	Condition
3 out of 8	1	Poor
4 out of 8	2	Average
6 out of 8	3	Good
8 out of 8	4	Excellent

Finally, the Section C items collected information on teachers' commitment. In addition, a pilot test was conducted to check the reliability of the instruments.

Pilot-testing of the instruments

To assess the reliability and validity of the instruments, a pilot study was carried out. The pilot study aimed to evaluate the protocols developed, identify any ambiguities in the protocols, and test the feasibility of the actual study, as stated in the Korean Journal of Anaesthesiology (2017). The pilot test was conducted on February 9th and 10th, 2023, at Aggrey Memorial A.M.E Zion

Senior High School located on the outskirts of Cape Coast Metropolis, and involved 10% (30) of the participants. The reason for choosing this school is because of proximity. The school's head granted permission for the selected participants to participate in the pilot study, and informed consent was obtained beforehand.

The study was conducted under a duly approved research and ethics environment. The study was conducted upon securing the University of Cape Coast Institutional Review Board's approval as an ethically sound study to pursue (See ethical clearance reference number UCCIRB/CES/2022/127) as presented in (Appendix C).

Validity of research instruments

In an attempt to achieve the study's goal, there was a need to test the validity of the research instruments. In descriptive survey research, the validity is determined through an expert panel (Chiang, 2015) which is in line with Bolarinwa's (2015), suggesting that content validity is established through the use of an expert panel. In view of this, my supervisor who is an expert in my field assisted in validating the instrument to ensure that it includes all relevant items for the study. Again, the Institutional Review Board of the University of Cape Coast assessed the instruments and later approved them as suitable for the study since they contain items that can help achieve the purpose of the study.

Reliability of research instruments

As per Sowah's (2018) definition, instrument reliability refers to its capacity to consistently generate the same or equivalent results over an extended

period. In addition, instrument reliability helps to determine how dependable the instruments can be regardless of when and where it is used. The Korean Journal of Anaesthesiology (2017) suggests that a pilot test is necessary for researchers to establish the reliability of a research instrument. In this study, Cronbach's alpha coefficient was employed to determine the reliability of the constructs measuring physical facilities' conditions and teachers' commitment. The reliability coefficients were .73, .75, .80, and .89 for academic, administrative, ancillary, and boarding facilities, respectively. On the other hand, it was .81, .83, and .74 for affective, continuance, and normative commitment, respectively. The entire reliability coefficients for physical facilities conditions and teachers' commitment constructs were .80 and .79, respectively. Therefore, Cronbach's alpha values indicate that both teachers' commitment constructs and the physical facilities condition are adequate, reliable, or enough for the study. These findings align with Oso and One (2013) that a coefficient of 0.70 and above means the instrument is adequately reliable. The table below presents the reliability coefficient for each construct and the overall for both physical facilities and teachers' commitment.

The Table 3 below, shows the reliability coefficient for the conditions of each dimension and the overall physical facilities at the public senior high schools in the Cape Coast Metropolis

Table 3: Dimensions for physical facilities conditions and their reliability coefficient

Dimensions	Reliability coefficient
Academic Facilities conditions	.73
Administrative Facilities conditions	.75
Ancillary Facilities conditions	.80
Residential Facilities conditions	.89
Overall reliability coefficient	.80

Source: Field data (2023)

The Table 4 below, shows the reliability coefficients for teachers' commitment dimensions and it's overall at the public senior high schools in the Cape Coast Metropolis

Table 4: Dimensions of teachers' commitment and their reliability coefficient

Dimensions	Reliability coefficient
Affective commitment	.81
Continuance commitment	.83
Normative commitment	.74
Overall reliability coefficient	.79

Source: Field data (2023)

Data Collection Procedure

The researcher applied for and received a letter of ethical approval from the University's Institutional Review Board (IRB), which authorized research students to collect data for the study from the schools participating in the research. The ethical clearance letter indicates that the study abides by all ethical measures since it involves human participants. In addition, the date and time for the data

collection process were discussed in line with the school heads. The data was collected from 13th - 24th February 2023 at noon during break time and at 3:00 pm after class each day for two consecutive school working weeks together with my research assistant. Since participating in the study is voluntary, the researcher administered a consent form to the teachers for potential respondents to accept or decline their participation in the study a week before the actual study.

Again, on the proposed dates and times for the actual study, the researcher briefly discussed the study's goal and the importance of completing the questionnaires before administering the instrument to the teachers through the school heads. In addition, no potential respondent was forced to be part of the study as genuine consent was sought. Respondents' anonymity was secured since their names were not asked to help ensure their full cooperation. The researcher assured the respondents that the information acquired was strictly for academics and nothing else. The respondents were given 30 minutes to express their responses and submit the completed questionnaires. Finally, in order not to interrupt class activities, the teachers' questionnaire was administered during break time and the physical facilities conditions observation was done after class hours.

Physical facilities conditions

Concerning determining the physical facilities conditions in the public senior high schools, the researcher gave the checklists to the selected participants (teachers) to determine the conditions of the various categories of the facilities. The conditions for the various physical facilities dimensions and the overall

condition of the facilities in the schools were based on the criteria provided on the checklist for the teachers after access to the schools had been granted. They did the observation without attaching their emotions. The participants were given 30 minutes each to attend to the checklist with the support of two research assistants.

Teachers' commitment

My research assistants supervised the administration of the teachers' commitment questionnaire during their break hours. Each respondent was given approximately 30 minutes to complete the questionnaire after being briefed on the study's objectives.

Ethical Issues

Lašáková (2019) explains that ethics refers to the moral principles and values that guide research conduct. Therefore, it is crucial to critically consider ethics when conducting research involving human participants. This study was concerned with three main ethical issues: consent, confidentiality, and integrity.

Firstly, it was unacceptable to involve any person against their will, so the researcher obtained appropriate consent from all participants before administering the questionnaire for the study. A consent form was used to allow potential respondents to accept or decline participation. Again, confidentiality was also of utmost importance in this study since personal information was gathered from the respondents. It would be highly unethical to disclose such information to a third party without the participants' consent. Therefore, the researcher ensured that all information gathered remained confidential. Furthermore, the respondents were urged to provide truthful answers to ensure accurate findings that would help

achieve the study's purpose, which was in line with ethical principles. The University of Cape Coast Institutional Review Board (IRB) approved the research and granted me the authority to collect data for the study.

Data Processing and Analysis

The collected responses for each question were numbered, cleaned, and edited before being coded. The data were processed using SPSS software. The collected data was processed using Statistical Package for Social Science (SPSS) 23.1 software based on the research objectives, and the findings were presented in tables followed by interpretation and discussion. The researcher distributed 294 teachers' questionnaires to all 11 public senior high schools in the Cape Coast Metropolis. Out of the 294 questionnaires sent, 225 teachers returned their questionnaires, resulting in a 76% return rate. Additionally, descriptive statistics tools such as frequencies and percentages were used to present the demographic data of the respondents. Also, the mean and standard deviation were used to assess the physical facilities' dimensions conditions and teachers' commitment. In addition, a Pearson correlation was used to analyse research question one (1), and a Spearman Rank correlation was used to analyse research questions two (2), three (3), and four (4). The statistical significance level for the Correlational analysis was set at 0.05, indicating a 95% certainty that there is a significant relationship between the two variables.

The descriptive responses for the physical facilities conditions were analysed and interpreted based on the instrument scale's decision rule. An average mean value from 3.6-4.0 was considered Excellent, 3.5-3.0 as Good, 2.0-2.9 as

Average, and 1.0-1.9 as Poor. If the standard deviation was greater than 1, it meant that the responses or scores were away from the mean, and if it was less than or equal to 1, it indicated that the responses or scores were closer to the mean.

Chapter Summary

In this chapter, the methodology utilized in the study was delineated, encompassing the study area, research design, population, instruments, data administration, collection procedure, analysis of the collected data, and ethical considerations. To ensure equitable participant selection that aligns with the study's objectives, the chapter provides a rationale for employing the simple random sampling technique. Again, the methodology of this study led to the use of descriptive statistics (frequencies and percentages) to examine the frequencies and (mean and standard deviation) to determine the conditions of the various physical facilities categories as well as the teachers' commitment dimensions. Again, Pearson correlation, Spearman rank, and linear regression tools were used to analyse the research questions to determine the strength and directions of the physical facilities conditions on teachers' commitment to work followed by its interpretation and discussion in the next chapter.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter discusses the findings related to the relationship between physical facilities conditions and teachers' commitment to work in public senior high schools in the Cape Coast Metropolis. The researcher reported the study findings on the conditions of the physical facility and the teachers' commitment. The findings of the relationship between the two variables as well as its hypothesis were presented in tables followed by its interpretation and discussion based on the research questions and literature review. Out of the 297 returned questionnaires, 191 were male, accounting for 64.4% of the total sample. The remaining 105 were female, accounting for 35.6% of the sample. In summary, the data on the sex of the respondents for this study has more males than females. Again, the sample age ranges of the sample size were categorized into four groups: 20-29, 30-39, 40-49, and 50-59. The most common age range among the respondents is 40-49 years old, which accounts for 33.7% of the total sample. The next most common age range is 30-39 years old which represents 32.4% of the respondents. The youngest age range, 20-29 years old, makes up 28.8% of the sample, while the oldest age range, 50-59 years old, comprises only 4.8% of the respondents. Based on this data, it appears that the study has a relatively even distribution of respondents across the age ranges, with a slight overrepresentation of individuals in their 30s and 40s. On the other hand, the researcher did not report on any demographic data in this chapter because they did not answer any of the

research questions. Finally, the chapter concludes with a summary of the key findings and their implications.

The Table 5 below, shows the decision rule for determining the conditions of the physical facilities at the public senior high schools in the Cape Coast Metropolis

Table 5: Mean and standard deviation decision rules for interpreting physical facilities conditions

Mean range	Interpretation
3.6- 4.0	Excellent
3.0-3.5	Good
2.0-2.9	Average
1.0- 1.9	Poor
Standard deviation	Interpretation
>1	This means the data is widely spread away from the mean
≤ 1	This means the data is clustered tightly to the mean

The Table 6 below, shows the decision rule for determining the commitment level of the teachers at the public senior high schools in the Cape Coast Metropolis

Table 6: Mean and standard deviation decision rules for interpreting teachers' commitment

Mean range	Interpretation	Level of Commitment
4.20- 5.00	Strongly Agree	High
3.40-4.19	Agree	
2.60-3.39	Neutral	Average
1.80- 2.59	Disagree	
1.00- 1.79	Strongly Disagree	Low
Standard deviation	Interpretation	
> 1	This means the data is widely spread away from the mean	
≤ 1	This means the data is clustered tightly to the mean	

This analysis was computed to determine the conditions of all the dimensions and the overall physical facilities condition in the public senior high schools in the Cape Coast Metropolis

The results on physical facilities conditions were analyzed and interpreted based on the decision rule of the instrument scale which was ordered such that a mean close to 3.6- 4.0 represents Excellent; 3.0-3.5, Good; 2.0-2.9, Average; 1.9 and below–Poor. The findings are presented in Table 7 below.

The Table 7 shows the mean and standard deviation analysis computed to determine the conditions of the physical facilities at the public senior high schools in the Cape Coast Metropolis

Table 7: Mean and Standard Deviation analysis to determine the condition of the schools' physical facilities

Variable	Mean	Standard deviation
<i>Academic facilities</i>		
Classrooms	3.50	.751
Main libraries	3.61	.405
Main science laboratories	3.55	.874
Main ICT centres	3.45	.632
	3.52	0.67
<i>Administrative facilities</i>		
Main staff common rooms	3.50	.522
Counseling rooms	2.73	.467
Toilet facilities	3.00	.447
	3.07	0.47
<i>Ancillary facilities</i>		
Main Assembly halls	3.00	.77
Dining halls	2.91	.70
Training centres	3.20	.67
	3.03	0.71
<i>Residential Facilities</i>		
Dormitories	2.82	.41
Bungalows	3.27	.65
	3.05	.53
Overall	Physical	3.21
Facilities condition		.608

Source: Field data (2023)

The Table 7 shows the mean and standard deviation, for each category and the overall physical facilities condition. The classrooms (M=3.18, SD=.75); Main libraries (M= 3.18, SD=.45); Main science laboratories (M= 3.18, SD=.87); and Main ICT centres (M=3.00, SD= .63) with an overall (M=3.50, SD= .67) indicating good condition. Again, from Table 7, under Administrative facilities,

the findings show that the main staff common rooms ($M=3.50$, $SD=.522$) whilst counseling rooms had ($M=2.73$, $SD=.467$) and toilet facilities ($M=3.00$, $SD=.447$) with an overall ($M=3.07$, $SD=.47$) representing good condition. Table 7 again shows results for Ancillary facilities, also shows the Main assembly hall ($M=3.00$, $SD=.77$); Dining hall ($M= 2.91$, $SD=.70$); and Training center ($M= 3.20$, $SD=.67$) with an overall ($M=3.03$, $SD=.71$) indicating good condition. Finally, Table 7, revealed the results for residential facilities. Teachers Dormitories had ($M=2.82$, $SD=.40$) and teachers Bungalows with ($M= 3.27$, $SD=.65$) with an overall ($M=3.05$ $SD=.53$). Overall, the physical facilities condition had ($M=3.21$, $SD=.608$) indicating that the physical facilities in the public senior high schools in the Cape Coast Metropolis are in good condition.

This analysis was also computed to determine the commitment level of the teachers in the Cape Coast Metropolis

The results on teachers' commitment level were analyzed and interpreted based on the decision rule of the instrument scale which was ordered such that a mean close to 3.4- 5.0 represents High Level; 2.60-3.39; represents Average Level; 1.0-2.9 and below–Low Level. The findings are presented in Table 8 below.

The Table 8 below shows the mean and standard deviation analysis computed to determine the conditions of the physical facilities at the public senior high schools in the Cape Coast Metropolis.

Table 8: Descriptive statistics (Mean and standard deviation) to determine the commitment level of teachers to work

Teachers' commitment dimensions	Mean	Standard deviation
Affective Commitment	3.60	1.00
Continuance Commitment	3.51	1.00
Normative commitment	3.70	.90
<i>Overall Teachers' Commitment</i>	3.61	.96

Source: Field data (2023)

The Table 8, shows that all the commitment dimensions figures for the affective commitment dimension (M=3.60, SD=1.00), continuance commitment (M=3.51, SD=1.00), and normative commitment (M=3.70, SD=.90) indicate high commitment level. In conclusion, the overall (M= 3.61, SD=.96) of the analyzed data indicates that teachers in Cape Coast public senior high schools are highly committed.

Main findings

What is the relationship between academic facility conditions and teachers' commitment to work?

This research question sought to determine the relationship between academic facilities' condition and teachers' commitment

The table 9, presents results on research question one (1) computed using the Pearson correlation statistical tool to determine the relationship between good academic facilities and teachers' commitment and interpreted based on the

statistical significance level set at $p < 0.05$, indicating a 95% certainty that there is a significant relationship between the two variables.

Table 9: Pearson correlation analysis to determine the relationship between good academic facilities condition and teachers' commitment to work

Variables	Teachers' Commitment	
Academic Facilities condition	r	.601**
	s	.000
	n	225

**Correlation is significant at the 0.05 level (2-tailed).

Source: Field data (2023)

The Table 9 shows a Pearson analysis to determine the strength and direction of the relationship between the independent variable “Academic facilities condition” and the outcome variable “teachers’ commitment”. It emerged from the Pearson analysis of the research question that there was ($r = .601$, $p < 0.05$) indicating a strong, positive significant relationship with teachers' commitment. The significance value of .000 indicates that teachers' commitment is positively influenced by good academic facilities.

The finding from the analysis indicates a positive strong statistical relationship between good academic facilities and teachers’ commitment to work. This current finding resonates with Mutai's (2016) study findings, which argue that good academic facilities’ condition has a positive strong relationship with teachers' commitment to their careers and schools. Again, it aligns with Murungi's (2017) study that argues that when academic facilities are in good condition, the

teachers exhibit a high level of commitment and, in the end, improve both students' academics and school success. This implies that in cases where academic facilities provided are in good condition, they bear a direct positive influence on teachers' commitment to their work. However, when facilities provided are in a poor state it affects the performance level of teachers in the classroom. Hence, the students will stand to suffer as the teachers will not be motivated to provide them with adequate academic activities. In essence, teachers feel reluctant to work at their maximum when academic facilities are inadequate as well as in poor condition. Good academic facilities condition is significant to the effective and efficient educational programme and teachers' commitment to work.

Again, the current study's finding is also in assertion with Sam-Kalagbor's (2021), which indicates that good academic facilities (school facilities) substantially impact teachers' commitment to their work. This means that on the contrary poor academic structure or outdated teaching and learning facilities can harm teachers' performance or commitment. In addition, it has been established that teachers' commitment to the organisation grows when academic facilities are in good working order. Appropriate facilities support employees' high commitment to fulfill their responsibilities and meet organisational goals, allowing employees to keep favourable relationships with the institution and their membership for extended periods. Finally, it is consistent with Dağlı and Gençdal's (2019) study on the topic of the relationship between academic facilities' conditions and teachers' commitment which employed a quantitative

correlational survey design. The findings show a significant link between academic facilities and teachers' commitment.

What is the relationship between administrative facilities' condition and teachers' commitment?

This sought to determine the association between administrative facilities' condition and teachers' commitment to work.

The table 10 below shows the results on research question two (2) to determine the relationship between good administrative facilities condition and teachers' commitment to work computed using the Spearman Rank correlation statistical tool and interpreted based on the statistical significance level set at $p < 0.05$, indicating a 95% certainty that there is a significant relationship between the two variables.

Table 10: Spearman Rank Correlation to determine the relationship between good administrative facilities condition and teachers' commitment to their work

Variables	Teachers' Commitment	
Administrative Facilities Condition	r	.530**
	s	.000
	n	225

**Correlation is significant at the 0.05 level (2-tailed).

Source: Field data (2023)

The Table 10 displays Spearman's rank correlation analysis to determine the strength and direction of the independent variable on the dependent variable. From the Table, administrative facilities condition was determined to have a positive moderate significant relationship ($r=.530$, $p<0.05$) with teachers' commitment. The outcome of this analysis serves as no surprise because well-equipped administrative facilities' conditions positively influence teachers' commitment to work. Overall, good personal offices for teachers and a common staff room for all teachers positively influence teachers' commitment to their profession by providing a comfortable, convenient, and supportive living environment that fosters a sense of community and job satisfaction.

Hence, this current study finding aligns with previous research by Souck et al. (2017) on "Quality Teaching and learning as the basic requirements of the 21st century". According to the findings, teachers are positively influenced and highly committed to completing their jobs if administrative facilities are in good functioning order. From the findings, it can be deduced that when the available administrative facilities are in good condition it moderately predicts positive teachers' commitment to their work in their various schools. The findings are not surprising because the provision of good administrative facilities condition is a crucial input in the educational process that can positively influence teachers' commitment and will go a long way toward enhancing instructional efficiency. Though good administrative facilities are not the ideal factor in achieving schools' internal efficiency; however, the teachers' commitment and other elements are critical in achieving this goal. As a result, school-building

committees must focus on quality concepts that align with instructional aims rather than individual interests inside the school. Again, this current study aligns with Bravo et al. (2019), a study titled; "Role of organisational climate on teachers' commitment: An Exploratory Survey of State Corporations in Kenya" and Okyere-Kwakye's (2018) study in Ghana. This shows that teachers show high commitment when staff rooms are in good condition and sufficient to inhabit. Furthermore, in the lack of a teaching preparation room, some teachers utilise the staff room to prepare teaching materials, mark homework, carry out administrative tasks, and make decisions and therefore they should be provided with the condition.

Moreover, the findings resonate with Kibuthu's (2016) study titled: "Physical facilities on the quality of the learning environment", which reveals administrative facilities (poor offices and staff standard rooms). According to the study, it obstructs teachers' ability to execute their duties successfully, lowering their commitment level. On the other hand, quality and readily available facilities create a proper learning atmosphere, with 91% of administrators indicating that decent facilities enable an inspiring work environment. Simultaneously, inadequate and unsanitary washrooms, 80% lacking sufficient water, would jeopardise the physical facilities' condition. Finally, the study finds that the adequacy of administrative facilities influences the quality of the teaching environment, whilst poor physical facilities, on the other hand, do not.

What is the relationship between ancillary facilities condition and teachers' commitment to work?

This research question seeks to determine the relationship between ancillary facilities' condition and teachers' commitment

The table 11 shows the results on research question three (3) to determine the relationship between good ancillary facilities and teachers commitment computed using the Spearman Rank correlation statistical tool and interpreted based on the statistical significance level set at $p < 0.05$, indicating a 95% certainty that there is a significant relationship between the two variables.

Table 11: Spearman Rank Correlation to determine the link between good ancillary facilities condition and teachers' commitment to their work

Variables	Teachers' Commitment	
Ancillary Facilities Condition	r	.630**
	s	.000
	n	225

**Correlation is significant at the 0.05 level (2-tailed).

Source: Field data (2023)

As seen in Table 11, displays a spearman's rank correlation between the ancillary facilities and teachers' commitment. This analysis is meant to determine the strength and direction of the ancillary facilities' condition on teachers' commitment to their work. From the analysis of research question three (3) from the table, ancillary facilities condition was determined to have a positive, strong significant relationship with teachers' commitment ($r = .630$, $p < 0.05$).

From the emerged findings of the analysis from research question three, this current study's findings are in line with a previous study by Benewah et al. (2017) in Ghana on improving teachers' commitment by improving other factors.

The study shows that using training equipment and sports facilities to improve the work environment impacts teachers' commitment to the school setting. The implication is that the overall commitment level of teachers' toward their work is positively influenced when ancillary facilities provided in public senior high schools are in good condition. Hence, the learners tend to benefit positively since it leads to an increase in teachers performance, effort, and involvement in their work. Again, the current study aligns with a previous study by Kiptum (2018) in Kenya titled; Examined the influence of physical facilities on teachers' commitment in selected public primary schools in Elgeyo Marakwet County, Kenya. The findings indicate a strong relationship between physical facilities (ancillary facilities) and teachers' commitment. The finding was based on two reasons: Firstly, most teachers stay at their schools because of the conditions and appearance of their ancillary facilities. Secondly, teachers' working environments, such as workloads, cordial relationships with co-workers, and workspaces, reduce stress, turnover, and absenteeism, enhancing their commitment. Again, the present finding implies that ancillary facilities play a role in teachers' commitment in public senior high school settings. Therefore, it can be deduced from the findings and literature reviewed that the entire school layout, the playground, and recreational equipment, as well as their availability, relevance, suitability, and proper use, contribute to teachers' commitment and students' academic progress.

Again, this current study aligns with Makori et al. (2020) study titled: The role of ancillary and learners' academic achievement and teachers' commitment in Kisumu County, Kenya. According to the research, the results indicate a significant relationship between the good academic achievement of students and teachers' commitment, whilst there was no statistically significant relationship between ancillary facilities and teacher commitment.

What is the relationship between residential facilities' condition and teachers' commitment to work?

This research question seeks to determine the relationship between residential facilities' conditions and teachers' commitment to work.

The table 12 shows results on research question four (4) computed using the Spearman Rank correlation statistical tool to determine the relationship between good residential facilities and teachers commitment and interpreted based on the statistical significance level set at $p < 0.05$, indicating a 95% certainty that there is a significant relationship between the two variables.

Table 12: Spearman's Rank Correlation to determine the relationship between good residential facilities' condition and teachers' commitment to work

Variables	Teachers' Commitment		
Residential condition	Facilities	r	.702**
		s	.000
		n	225

**."Correlation is significant at the 0.05 level (2-tailed)"

Source: Field data (2023)

The Table 12 displays Spearman's rank correlation analysis to determine the strength and direction of the independent variable on the dependent variable. From the Table, residential facilities' condition was determined to have a strong positive influence ($r=.702$, $p<0.05$) on teachers' commitment. The outcome of this analysis serves as no surprise because apart from bungalows as boarding facilities, well-equipped dormitories positively influence teachers' commitment to their work. Overall, good bungalow and dormitory conditions can positively influence teachers' commitment to their profession by providing a comfortable, convenient, and supportive living environment that fosters a sense of community and job satisfaction.

This research question explored the relationship between residential facilities' conditions and teachers' commitment to work. It emerged from the analysis of the research question that there is a positive strong significant relationship between residential facilities and teachers' commitment in the public senior high. This study finding indicates that in cases where residential facilities provided are in good condition, they bear a direct positive influence on teachers' commitment to their profession. Likewise, when facilities provided are in a poor state it affects their commitment level which in turn leads to the poor performance of teachers in the classroom. Hence, the students will stand to suffer as the teachers will not be motivated to provide them with adequate academic activities. As a result of this, the current study findings are in assertion with Dağlı and Gençdal's (2019) study claiming that teachers display a high degree of commitment to fulfilling their obligations and attaining the school's aims when

the residential facilities' arrangement and appearance (aesthetics) are impressive; as a result, they develop strong relationships with the school and continue their membership for longer. Similarly, the finding also aligns with Mogaka's (2019) study in Kenya on academic attainment in languages, school facilities, and teachers' commitment in Kisii County's public secondary schools aligns with the previous study. Though the findings reveal no statistically significant relationship between the availability of boarding facilities and students' language achievement, there was a statistically significant relationship between the availability and condition of school facilities and teachers' commitment. This implies that the provision of critical school facilities, including teachers' bungalows and dormitories impacts teachers' commitment. Again, based on the findings, it can be deduced that school good facilities have a positive relationship with teachers' commitment and also help in the excellent teaching-learning process.

Furthermore, this study finding aligns with Otchere et al. (2019) study in Ghana on school facilities (boarding facilities) conditions and teachers' commitment reveals a link between school facilities conditions, teacher commitment, and academic achievement among high school students in Oda Senior High Schools". The findings indicate that when the school facilities are in a good state, it positively impacts teachers' commitment and the student's academic achievement. It means that when schools' boarding facilities are in good condition, it positively impacts teacher job commitment, performance, and productivity. Teachers tend to enjoy their jobs when their accommodations are in

good condition. On the other side when boarding facilities are not in good condition, teachers become dissatisfied because it leads to an unsupportive living environment that does not foster a sense of community and job satisfaction.

Conclusion

In all, the findings of this current study are consistent with the majority of the related literature and only a few refute some assertions of other related literature. As a result of this, teachers need good physical facilities condition to strengthen and improve their commitment to their work aside from other variables that are already in existence, for instance, leadership style. The chapter's presentation of findings and discussion of the study's findings set the summary, conclusions, recommendations, and suggestions for further studies in the next chapter.

Finally, the study concludes that James Coleman's (1966), production function of education and Von Bertalanffy's (1968) system theory were ideal frameworks for this study. The theoretical framework argues that when the right resources are provided and allowed to go through “black box” production, it helps in achieving the desired outcome in an organisation. This implies when physical facilities conditions are available or provided by Educational planners and other stakeholders who have an interest in education, it will positively help achieve the desired outcome (commitment) of teachers' which in the long run has a significant impact on their performance, students' academic performance, and improve the standard of Education.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS, AND

SUGGESTION FOR FURTHER STUDIES

Introduction

This chapter presents the summary draws conclusions and makes recommendations about the study. The chapter recaps the major highlights of the study, concludes each research question in relation to the literature review, and ends with recommendations and suggestions for further studies.

Summary

The purpose of this interpretive study was to determine the relationship between physical facilities conditions and teachers' commitment to their profession at public senior high schools in Cape Coast Metropolis. To achieve this purpose, four research questions based on the central research question were couched to guide the study and they were:

1. What is the relationship between academic facilities' condition and teachers' commitment to work?
2. What is the relationship between administrative facilities' condition and teachers' commitment to work?
3. What is the relationship between ancillary facilities' condition and teachers' commitment to work?
4. What is the relationship between residential facilities' condition and teachers' commitment to work?

Key Findings

1. It was determined that there was a positive strong significant relationship between good academic facilities and teachers' commitment to work

4. It was determined that there was a positive moderate significant relationship between good administrative facilities and teachers' commitment to work

5. Again, there is a positive significant relationship between good ancillary facilities and teachers' commitment to work

6. Finally, it was determined from the analysis that there was a positive strong significant relationship between residential facilities and teachers' commitment to work

Conclusions

I believe that to determine the schools' existence and improve and maintain performances, teachers in all the schools need to be encouraged and motivated beyond normal expectations by considering their higher-order needs and moral values. Achieving these requires good physical facilities condition of schools, either by providing new ones or improving the requirements of the existing ones.

Again, the physical facilities conditions provide teachers with a sense of belonging and prepare them to defend the aims and objectives of the school. The inference is that teachers are committed to giving their all to their institutions and assuring improved performance on a regular basis. The state of the facilities at public senior high schools is another important aspect that positively impacts the

teachers' level of commitment and not only the availability of the facilities at the schools. This largely explains teachers' high levels of positive commitment to their profession. This means that teachers' commitment to their profession could be heightened by providing physical facilities that are in good condition and adequate at all public senior high schools in the Cape Coast metropolis.

Based on the findings of this current study it can be concluded that good physical facilities (Academic, Ancillary, Administrative, and Residential) have a significant association with teachers' commitment to work. Again, the research questions analysis computed indicates that among the four categories, physical boarding facilities condition influenced teachers' commitment most followed by physical ancillary facilities condition, academic facilities condition, and physical administrative facilities condition respectively. Therefore, teachers in Cape Coast public senior high schools recognise good physical facilities condition as a significant factor in improving their commitment to work. While good physical facilities condition is not the only factor that influences teachers' commitment to their profession, it is imperative to recognise that it has a significant impact on the performance and productivity of teachers, which ultimately affects the quality of education students receive. Therefore, this current study provides insights into physical facilities conditions as another variable that has the potential to improve the working conditions of teachers and enhance the quality of education in public senior high schools in Cape Coast Metropolis.

Recommendations

Thus, in view of the need to improve teachers' commitment level as a vital input in developing educational programmes and achieving efficiency, and efficient in public senior high schools education system, based on the study findings:

It is recommended that the Cape Coast Metropolitan Assembly should allot a portion of its annual budget to cater to the maintenance of cultural practices on the facilities in the public senior high schools in Cape Coast to maintain its good condition to positively influence teachers' commitment to their profession to ensure success in the education because improved teacher commitment is commensurate as an important indicator of school's success.

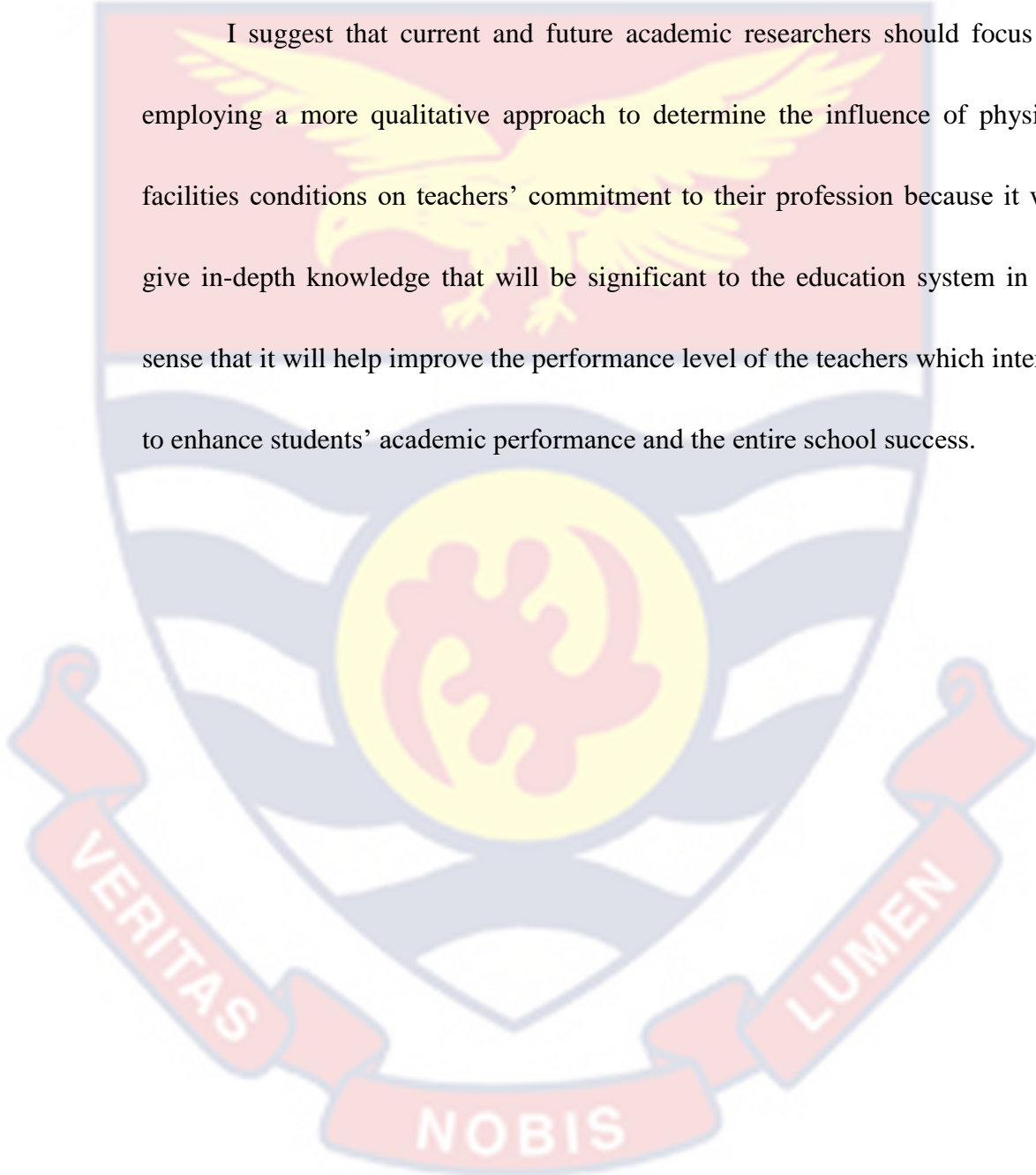
Again, it is recommended that the headteachers and management of public senior high schools in Cape Coast should collaborate with NGOs in the Metropolis to provide them with facilities that are in good condition since there is a statistically significant relationship between good physical facilities and teachers' commitment to help maintain the standards of the education system and also ensure success in the public senior high schools.

Finally, It is recommended that the Cape Coast Metropolitan Education Directorate should manage to get information by conducting physical facilities conditions survey from the teachers in public senior high schools in Cape Coast and give specific consideration to what teachers believe physical facilities conditions contribute to their commitment and implement policies on it since

good physical facilities have a statistically significant relationship with teachers' commitment.

Suggestion for further studies

I suggest that current and future academic researchers should focus on employing a more qualitative approach to determine the influence of physical facilities conditions on teachers' commitment to their profession because it will give in-depth knowledge that will be significant to the education system in the sense that it will help improve the performance level of the teachers which intends to enhance students' academic performance and the entire school success.



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APPENDICES

APPENDIX-A

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR TEACHERS

I kindly invite you to respond to these questions. This exercise is to obtain information on teachers' commitment to their profession in the public senior high school setting in the Cape Coast Metropolis. It would be very much appreciated if you could spare some time to respond to this questionnaire. This exercise is in partial fulfillment for the award of a Master of Philosophy in Educational Planning degree. Therefore, it is purely an academic exercise, and responses will be treated with utmost anonymity.

Section A: Demographic data

Instructions: Please tick [✓] or provide the appropriate answer(s).

1. What is your sex?

Male [] Female []

2. Age of respondent.

Specify.....NOBIS.....

3. What is your marital status?

Single []

Cohabitation []

Married []

Divorced []

Separated []

Widow/Widowed []

4. What is your religious background?

Christian []

Muslim []

Traditional []

(Others) specify.....

5. What is your employment status?

Full time [] Part-time []

6. How many years have you spent in the teaching field?

Specify.....

7. What is your highest academic qualification?

West Africa Senior Secondary Certificate Examination (W.A.S.S.C.E.) []

Certificate []

Diploma []

Degree []

Masters []

Doctorate []

8. What is your rank in teaching?

Specify.....

Section-C: Teachers' Commitment to school

Please tick [√] one of the options associated with each statement that best describes teachers' commitment to school under each commitment category.

Strongly Disagree (S.D), Disagree (D), Neither (N), Agree (A), Strongly Agree (S.A)

Teachers' affective commitment to school						
	STATEMENT	S.D	D	N	A	S.A
1	I would be happy to spend the remainder of my career with this school based on its goals and objectives,					
2	I will accept practically any job assignment to continue working at this school.					
3	This school's activities have a great deal of interest to me.					
4	The school's principles make me feel like 'part of the family					

Teachers' continuance commitment to school						
STATEMENTS		S.D	D	N	A	S.A
5	I am working with this school because of the overall benefits I receive here.					
6	Many schools are waiting for my service if I leave this school.					
7	I am concerned about what would happen if I left this school without finding another.					
8	The scarcity of viable options would be one of the repercussions of not leaving this school.					
Teachers' normative commitment to the school						
STATEMENTS		S.D	D	N	A	S.A
9	One of the main reasons I chose to work at this school is that it places a premium on loyalty, and as a result, I feel a moral need to stay.					
10	I feel it is appropriate to leave my school if I receive a better offer from another school.					
11	Moving from one school to another seems loyal to me.					
12	A teacher must always be loyal to their school.					

Thank you

APPENDIX -B

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

OBSERVATION CHECKLIST

This observation checklist is to obtain information on the physical facilities and conditions of the public senior high schools in the Cape Coast Metropolis

Section-B: Physical Facilities' conditions

1= Poor, 2= Average, 3= Good, 4= Excellent

DAĞLI & GENÇDAL'S (2019) CRITERIA FOR DETERMINING SCHOOLS'

PHYSICAL FACILITIES CONDITIONS

- i. Furnished
- ii. Room space
- iii. Ventilation (based on the number of windows).
- iv. Equals room standard size
- v. Equals teacher/student ratio
- vi. Maintenance culture practices in the Facilities
- vii. The facilities's cleanliness and hygienic conditions
- viii. Internet connection available in the Facilities

Poor = For instance, when it has three (3) characteristics.

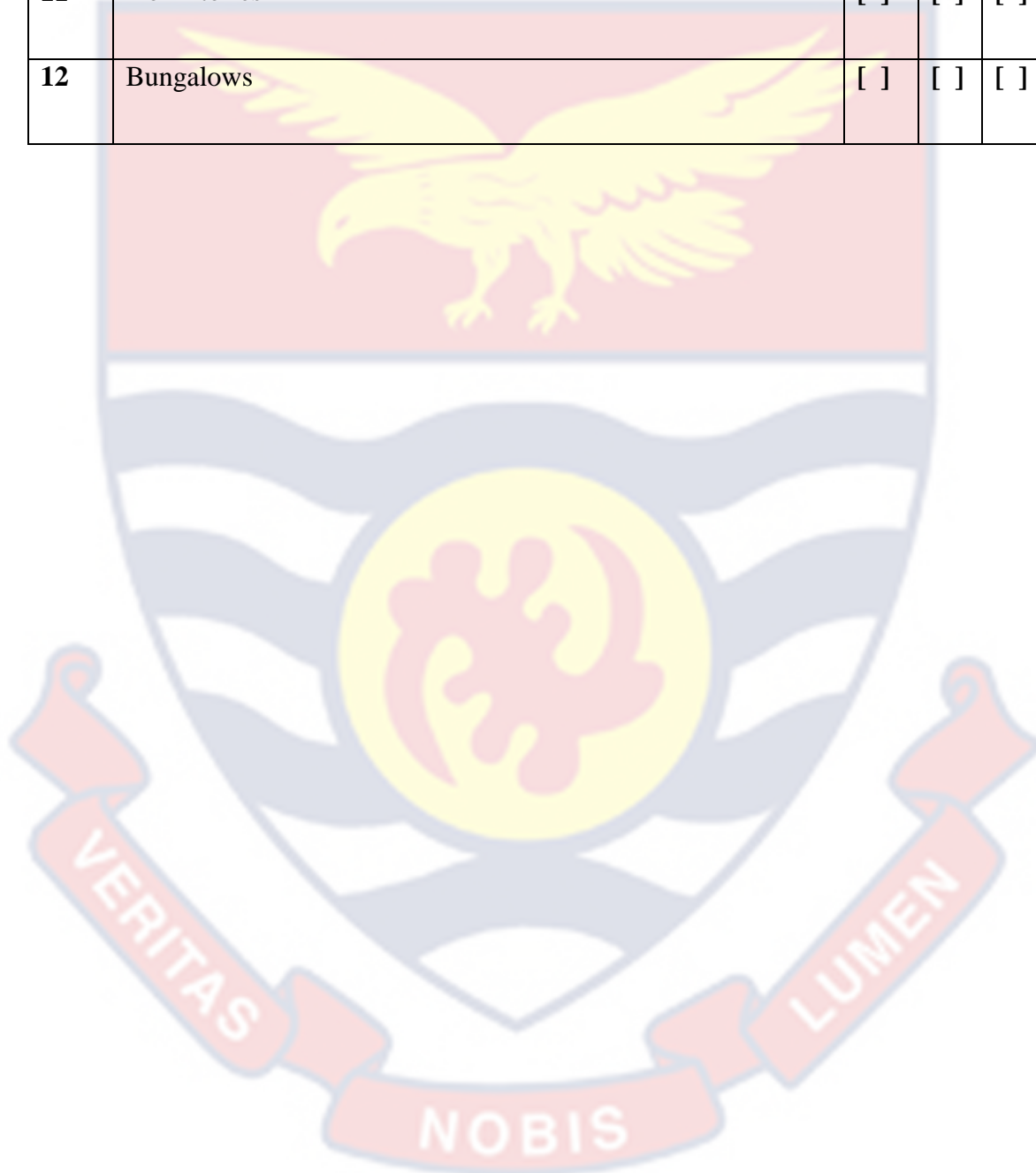
Average = For instance, when it has four (4) characteristics above.

Good = For instance, when it has six (6) of the listed characteristics above.

Excellent = For instance, when it has all the listed characteristics above.

1= Poor, 2= Average, 3= Good, 4= Excellent					
Academic Facilities' condition					
ITEMS		1	2	3	4
1	Classrooms	[]	[]	[]	[]
2	Main Library	[]	[]	[]	[]
3	Main Science Laboratory	[]	[]	[]	[]
4	Main I.C.T. Center	[]	[]	[]	[]
Administrative Facilities condition					
ITEMS		1	2	3	4
5	Main Staffs' Common Room	[]	[]	[]	[]
6	Counselling Room	[]	[]	[]	[]
7	Conference Room	[]	[]	[]	[]
Ancillary Facilities condition					
ITEMS		1	2	3	4
8	Main Assembly Hall	[]	[]	[]	[]
9	Dining Hall	[]	[]	[]	[]
10	Physical Training Center	[]	[]	[]	[]

Residential Facilities condition					
ITEMS		1	2	3	4
11	Dormitories	[]	[]	[]	[]
12	Bungalows	[]	[]	[]	[]



APPENDIX-C

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309

E-MAIL: irb@ucc.edu.gh

OUR REF: IRB/C3/Vol.1/0026

YOUR REF:

OMB NO: 0990-0279

IORG #: IORG0011497

8TH FEBRUARY 2023

Mr Collins Nkrumah
Institute for Educational Planning and Administration
University of Cape Coast

Dear Mr Nkrumah,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2022/127)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research on **The Influence of Physical Facilities Conditions on Teachers Commitment at Public Senior High Schools in the Cape Coast Metropolis**. This approval is valid from 8th February 2023 to 7th February 2024. You may apply for a renewal subject to the submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit a periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

Kofi F. Amuquandoh

Ag. UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST