

TEACHERS' WORK-RELATED FACTORS AS PREDICTORS OF THEIR JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined teachers' work-related factors as predictors of teachers' job commitment in public secondary schools in Anambra State. Two research questions and two null hypotheses guided the study. The study was a correlational research design. The population of 6,598 teachers in the 267 public secondary schools from the six education zones in Anambra State was used for the study. The sample of 330 teachers was used for the study. Multistage sampling techniques comprising of proportionate stratified and simple random sampling techniques were used for the study. Two structured instruments were used for data collection titled 'Teachers' Work-Related Factors Questionnaire (TWRFQ) and Teachers' Job Commitment Questionnaire (TJCQ).' The instruments were subjected to content and construct validation. Content validation was done by three experts while construct validation was carried out by Principal Component Analysis (PCA) with the help SPSS v.26. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient values of 0.82 for TWRFQ and 0.86 for TJCQ were obtained and considered highly reliable and suitable for the study. Simple linear regression analysis was used for the study. The findings of the study revealed that that work environment and teamwork exhibit a positive and significant predictive value on teachers' job commitment in public secondary schools in Anambra State. The study concluded that a positive and significant prediction exists between teachers' work-related factors and teachers' job commitment in public secondary schools in Anambra State. Based on the findings, the study recommended among others that school principals in public secondary schools should consider and put in practice the vital teachers' work-



related variables because they are positive and significant predictors of teachers' job commitment in public secondary schools in Anambra State.

Keywords: *Teachers' Work Related Factors, Teachers' Job Commitment, Secondary Schools*

Introduction

The development of a nation makes the role of teachers very important in the school. This is because there is no country whether developed or developing that does not require the service of the teachers. At the secondary educational level, teachers contribute towards quality education through effective teaching. As a result, teachers are expected to be committed and dedicated to the teaching profession. However, teachers' commitment in performing their teaching responsibilities depends on the nature of the working conditions associated with teaching profession (Ali & Aljneibi, 2024). Teachers who are committed to their job are more enthusiastic and interested in devoting more energy and time to teach students in a manner that would improve their academic performance.

Teachers' job commitment refers to teachers' emotional attachment or bond to their job and the school. It is one of the most essential elements that could facilitate the effective teaching required to enhance the academic achievement of students in schools. As such, teachers with high level of commitment could make a difference to teaching and learning in the school system. It is associated with creating an effective learning environment in which students enhance their abilities for greater achievement. Ikpa and Obilor (2022) described teachers' job commitment as teachers' identification with and involvement in a particular school.

Commitment can be characterized by a strong personal belief in and acceptance of the school goals and values, a desire to exert oneself for the betterment of the school, and a strong will to remain with the school. Chukwueze (2023) defined teachers' job commitment as the psychological identification of the individual teacher with the school and the intention of that teacher to maintain his membership of the school, and show all personal interest. High level of teachers' commitment is essential for school success. Teachers with high level of commitment view themselves as integral part of the school, what threatens the school endangers them as well, they do their best to perform their duties better, and work for the school as if it belongs to them (Aminu *et al.*, 2023). In contrast, teachers with low level of commitment are less faithful to the school, view themselves as outsiders and are more concerned with personal success than with the success of the school as a whole.

Committed teachers like working with their students and cares about their development. These teachers profoundly promote teaching efficiency by employing different approaches. Without love of the teaching profession, teaching cannot be done effectively. Teachers with high level of commitment are in love with teaching (Esiaba, 2023). Committed teachers always seek for continuous professional development. It is believed that teachers who are committed to the teaching profession work collaboratively with other teachers to nurture the learning of the students.



Some teachers' lack job commitment in public secondary schools in Anambra State as evidenced in several cases of heightened absenteeism, low morale, lack of interest in the teaching job, poor class attendance and other statutory demands such as preparation of lesson notes. This lack of commitment of teachers is the biggest danger as it leads to absence of fulfillment of school goals and objectives and invariably might result in poor performance of students. In this regard, Okoli et al. (2024) submitted that, if teachers have negative work conditions and empowerment they are likely to be absent, have stress related illness, and their commitment tend to be low.

Contextually, teachers' job commitment is teachers' psychological bond to the school, including a sense of job involvement, loyalty and a belief in the values of the school. Committed teachers constantly look for instructional strategies that would help learners to understand lessons easily. Commitment to teaching profession allows teachers to change their teaching practices to facilitate effective classroom management. Enhanced job commitment of teachers is a crucial criterion for establishing an effective learning environment for students to obtain high academic results. The factors that might help to boost the commitment of teachers discussed in this study is termed teachers' work-related factors.

Teachers' work-related factors are factors which impact either positively or negatively teachers' job commitment, satisfaction and productivity in secondary schools. Such work-related factors as identified by Epelle *et al.* (2023) and Aminu et al. (2023) include teachers' remunerations like their incentives, benefits and salary, working conditions, ability to collaborate with their colleagues, workload, leadership style and behaviour, physical school environment atmosphere and culture and opportunities for career development.

Teachers' work-related factors are variables that have a direct or indirect impact on teachers in the course of discharging their job in the school. Okoli et al. (2024) enumerated factors like methods of teaching, teachers' personality, resourcefulness of the teacher, communication, leadership, teamwork and work conditions as some of the factors which influence teachers in their teaching-learning process in the school. Each of the factors strongly matter for the teachers to effectively work and be committed in their job. In the words of Akudo (2024) included teamwork, work environment, transportation, in-service training, social amenities, community support and ICT skill as teachers' work-related factors in school.

Teachers' work-related factors are vital factors that cannot be undermined in the school because they have the power to contribute positively or negatively to students' academic performance and school growth. Nwankwo and Ifeanyi (2022); Esiaba (2023) submitted that there are many factors that influence the teachers' job commitment and performance such as aptitude, attitude, subject mastery, teamwork, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relations with students, preparation and planning, effectiveness in presenting, subject matters, relations with other staff, self improvement, relations



with parents and community, poise, intellect, teaching techniques, interaction with students, teaching competence demonstrated. Motivational skills, fairness in grading, teachers' teamwork and teachers' attitude toward the students were factors described by Ali and Aljneibi (2024) as teachers' work related factors in school.

Contextually, teachers' work-related factors are regarded as those factors that positively or negatively affect teachers' ability to do their job well and feel engaged and fulfilled by their work. Teachers' work-related factors can be aspects specific to a job, such as knowledge and skills, mental and physical demands, and working conditions that can be recognized, defined and assessed. Thus, teachers' work-related factors of teachers' work environment and teamwork was examined in this study as they are vital components to be considered as far as teachers' job commitment is concerned in secondary schools.

Teachers' work environment is the surroundings in which teachers operate. Some of the elements that make up the work environment are obvious, such as the color of the walls and the lighting but others are more abstract, such as the company culture, the relationship with co-workers, supervisors, etc. It is also an atmosphere that a workplace promotes or affects the staff growth, attitude and mindset. Having a work environment that is positive may help employees feel satisfied at their organisation. Owota and Elliot (2022) disclosed that organisation can achieve a positive environment by maintaining a healthy school culture, which may include encouraging staff growth, promoting communication and helping staff feel comfortable and safe in the workplace. The most important thing that influences employees' motivation and happiness, and how productive and efficient they can be, all goes down to their working environment. Onwunyi and Mba (2021) argued that work environment is those workplaces where there is trust, cooperation, safety, risk-taking support, accountability and equity. A healthy workplace environment is ideal when it comes to maintaining a positive outcome in a stressful atmosphere. Thus, a healthy workplace environment improves productivity and reduces costs related to absenteeism and teachers' medical claims. When the environment is conducive for teachers' teamwork becomes vital for improved commitment of teachers in schools.

Teamwork is the ability to actively participate in the pursuit of the specific objectives of the organization where performance and a positive attitude is required, and leaders must maintain effective communication and recognize the contributions of team members to achieve the common goal and assume shared responsibilities at a given time. Nwankwo and Ifeanyi (2022) opined that teamwork refers to a group of human beings that have high performance with its members along with the spirit that enables them to achieve the group's goals in the workplace with confidence and cooperation and reduces the workload for everyone, which enables them to exchange ideas. Thus, Akudo (2024) noted that teamwork practices is an effective leadership behaviour adopted by leaders to bridge the gap between superior subordinate relationship and providing an opportunity for every member of the organization to contribute brains and ingenuity to ensure physical



organizational effectiveness. For schools to be successful, everyone must have clear shared goals, a sense of commitment, the ability to work together and other elements of teamwork that support teachers in schools.

In Anambra State, teachers' job commitment seems not to be high and is declining in spite of the high expectations the society places on the teachers as professionals. It therefore appears teachers devote minimal commitment to their legitimate duties which seem to undermine the achievement of qualitative education. The researcher's interaction with some teachers in public secondary schools in Anambra State seems to give the impression that they are not taking their jobs seriously. This has resulted to some teachers exhibiting nonchalant attitude to work, some come late to school, some undertake irregular and unauthorized movement from school, while some do not exhibit zeal in performing assigned responsibilities. Due to this, many schools seem not to be living up to the expected standard due to low level of commitment from teachers to school activities. The low level of commitment from teachers may have resulted to teachers' truancy in the schools, unseriousness with class work on the part of the teacher, lack of motivation, insubordination to authorities, withdrawal of teachers from the profession, poor teachers' and students' performances among others. It is therefore necessary to see the true picture of these work-related factors predicting teachers' job commitment in public secondary schools in Anambra State.

Purpose of the Study

The main purpose of the study was to examine teachers' work related factors as predictors of teachers' job commitment in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the predictive value of work environment on teachers' job commitment in public secondary schools in Anambra State.
2. find out the predictive value of teamwork on teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of work environment on teachers' job commitment in public secondary schools in Anambra State?
2. What is the predictive value of teamwork on teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

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

1. Work environment does not significantly predict teachers' job commitment in public secondary schools in Anambra State.



2. Teamwork does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Methods

The study was carried out in public secondary schools in Anambra State. Two research questions and two null hypotheses guided the study. The study was a correlational research design. The population of 6,598 teachers in the 267 public secondary schools from the six education zones in Anambra State was used for the study. The sample of 330 teachers was used for the study. Multistage sampling techniques comprising of proportionate stratified and simple random sampling techniques were used for the study. Two structured instruments were used for data collection titled 'Teachers' Work-Related Factors Questionnaire (TWRFQ) and Teachers' Job Commitment Questionnaire (TJCQ).' The instruments were subjected to content and construct validation. Content validation was done by three experts while construct validation was carried out by Principal Component Analysis (PCA) with the help SPSS v.26. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficient values of 0.82 for TWRFQ and 0.86 for TJCQ were obtained and considered highly reliable and suitable for the study. The administration and retrieval of the instrument from the respondents was 'on the spot delivery' by the researcher together with four research assistants. Out of 330 copies of the instrument administered, 328(99%) of the instrument were correctly completed and returned. Simple linear regression analysis was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Results

Analysis of Research Questions

Research Question 1: What is the predictive value of work environment on teachers' job commitment in public secondary schools in Anambra State?

Table 1: Summary of simple regression analysis on the predictive value of work environment on teachers' job commitment in public secondary schools in Anambra State

| | Unstandardized β | Std. Dev. β | Standardized β |
|-------------------------|---------------------------|----------------------|-------------------------|
| Constant | 32.562 | 5.218 | |
| Work Environment | 0.695 | 0.273 | 0.681 |
| R | 0.681 | | |
| R ² | 0.652 | | |
| Adj. R ² | 0.597 | | |

The summary of the simple regression analysis as shown in Table 1 indicated that the regression line has a positive intercept as presented by the constant value of 32.562. This means that if all the variables are held constant or fixed (zero) at the expense of work environment, teachers' job commitment will be valued at 33%. The analysis also revealed that work environment has a positive predictive value on teachers' job commitment in public secondary schools in



Anambra State as shown by the regression coefficient ($R = 0.681$). This implies that a unit improvement in work environment leads to 0.681(68%) improvement in teachers' job commitment in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.652 indicated that the explanatory power of the variable was high. This implies that 65% of the variations in teachers' job commitment in public secondary schools in Anambra State were accounted for by the variations in work environment. The adjusted R^2 supported the claim of the R^2 with a value of 0.597 indicating that 60% of the total variation in the dependent variable (teachers' job commitment) was explained by the independent variable (work environment).

Research Question 2: What is the predictive value of teamwork on teachers' job commitment in public secondary schools in Anambra State?

Table 2: Summary of simple regression analysis on the predictive value of teamwork on teachers' job commitment in public secondary schools in Anambra State

| | | Unstandardized β | Std. Dev. β | Standardized β |
|------------|-------|---------------------------|----------------------|-------------------------|
| Constant | | 28.512 | 6.713 | |
| Teamwork | | 0.547 | 0.358 | 0.512 |
| R | 0.512 | | | |
| R^2 | 0.449 | | | |
| Adj. R^2 | 0.423 | | | |

The summary of the simple regression analysis as shown in Table 32 indicated that the regression line has a positive intercept as presented by the constant value of 28.512. This means that if all the variables are held constant or fixed (zero) at the expense of teamwork, teachers' job commitment will be valued at 29%. The analysis also revealed that teamwork has a positive predictive value on teachers' job commitment in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.512$). This implies that a unit increase in teamwork leads to 0.512(51%) increase in teachers' job commitment in public secondary schools in Anambra State. The coefficient of determination (R^2) value of 0.449 indicated that the explanatory power of the variable was moderately strong. This implies that 50% of the variations in teachers' job commitment in public secondary schools in Anambra State were accounted for by the variations teachers' teamwork. The adjusted R^2 supported the claim of the R^2 with a value of 0.423 indicating that 42% of the total variation in the dependent variable (teachers' job commitment) was explained by the independent variable (teamwork).

Test of Hypotheses

Hypothesis 1

H₀₁: Work environment does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

**Table 3:** Test of significance of simple regression analysis on work environment as significant predictor of teachers' job commitment in public secondary schools in Anambra State

| | Unstandardize | Std. Dev. | Standardize | t- | p- |
|-------------------------|---------------|-----------|-------------|--------|-------|
| | d | β | d | value | value |
| | β | | β | | |
| Constant | 32.562 | 5.218 | | 25.40 | 0.00 |
| | | | | 7 | 0 |
| Work Environment | 0.695 | 0.273 | 0.681 | 23.854 | 0.00 |
| | | | | | 0 |
| R | 0.681 | | | | |
| R ² | 0.652 | | | | |
| Adj. R ² | 0.597 | | | | |
| F | 41.723 | | | | 0.000 |

The summary of the test of significance of simple regression analysis as shown in Table 3 revealed that the regression line is constant at 32.562; simple regression coefficient (R) is valued at 0.681 while the R² is valued at 0.652 and Adjust R² is valued at 0.597. The F-ratio associated with regression is significant at 41.723, the t-test is 23.854 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance at 0.05, the study therefore rejected the null hypothesis that work environment does not significantly predict teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that work environment does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Hypothesis 2

H₀₂: Teamwork does not significantly predict teachers' job commitment in public secondary schools in Anambra State.

Table 4: Test of significance of simple regression analysis on teamwork as significant predictor of teachers' job commitment in public secondary schools in Anambra State

| | Unstandardize | Std. Dev. | Standardize | t- | p- |
|---------------------|---------------|-----------|-------------|--------|-------|
| | d | β | d | value | value |
| | β | | β | | |
| Constant | 28.512 | 6.713 | | 21.48 | 0.00 |
| | | | | 3 | 0 |
| Teamwork | 0.547 | 0.358 | 0.512 | 18.326 | 0.00 |
| | | | | | 0 |
| R | 0.512 | | | | |
| R ² | 0.449 | | | | |
| Adj. R ² | 0.423 | | | | |



The summary of the test of significance of simple regression analysis as shown in Table 4 revealed that the regression line is constant at 28.512; simple regression coefficient (R) is valued at 0.512 while the R^2 is valued at 0.449 and Adjust R^2 is valued at 0.423. The F-ratio associated with regression is significant at 32.834, the t-test is 18.326 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance at 0.05, the study therefore rejected the null hypothesis that teamwork does not significantly predict teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that teamwork significantly predict teachers' job commitment in public secondary schools in Anambra State.

Discussion of the Findings

Findings on the predictive value of work environment on teachers' job commitment in public secondary schools in Anambra State revealed that work environment exhibit a positive predictive value of 0.681 on teachers' job commitment in public secondary schools in Anambra State. This means that any improvement in work environment will also improve teachers' job commitment at the value of 68% respectively in public secondary schools in Anambra State. Thus, the positive prediction of work environment on teachers' job commitment means that improvement on teachers' job commitment depends on conducive work environment prevailing in public secondary schools in Anambra State. The study also revealed that work environment significantly predicted teachers' job commitment in public secondary schools in Anambra State. The findings of the study is in consonance with the findings of Ukpon and Okon (2021) that, for the attainment of a high level of efficiency, secondary school teachers are expected to participate regularly in school activities in a conducive school environment for their task commitment in schools. These activities may be intended to help teachers to be creative, promote collaboration, reduce stress and burnout, improve mental health and boost morale. The findings are in consonance with the study of Owota Elliot (2022) that conducive work environment involving good internet facilities in school, regular electricity supply in the school, equipped library and regular water supply in the school promoted teachers' job commitment in schools. The finding of the study is also in line with the findings of Akudo (2024) affirmed that an attractive and supportive work environment provide conditions that enable teachers to perform effectively, making best use of their knowledge, skills and competences and the available resources in order to provide high-quality of school service. Okoli et al. (2024) stated that the elements of work environment need to be proper so that the employees would not be stressed while getting their job done. Okoli et al. (2024) findings also indicated that a well-furnished staff room, enough places for relaxation in the school, conducive school surroundings for learning, well-ventilated classroom, enough gadgets in schools' ICT center among others help teachers to perform their job which makes them to be committed to their job.



Findings on the predictive value of teamwork on teachers' job commitment in public secondary schools in Anambra State revealed that teamwork exhibit a positive predictive value of 0.512 on teachers' job commitment in public secondary schools in Anambra State. This means that increment in teamwork will also bring about increment in teachers' job commitment at the value of 51% respectively in public secondary schools in Anambra State. Thus, the positive prediction of teamwork on teachers' job commitment means that a rise in teachers' job commitment depends on good practices of teachers' teamwork in public secondary schools in Anambra State. The study also revealed that teamwork significantly predicted teachers' job commitment in public secondary schools in Anambra State. This result is in consonance with Epelle *et al.* (2023) that the presence of teamwork amongst staff in the school brings about high performance of the school to coordinate works into work groups so as to tap from the respective human resources the school possesses. The findings of Nwankwo and Ifeanyi (2022) indicated that, on the part of students, it gives them more opportunities to master critical soft skills like better communication skills and teamwork, which not only improve learning outcomes but help create a positive school culture too. Teachers' teamwork provides fellow educators opportunities to meet, share insights, create cohesive plans, and work together effectively. Esiaba (2023) submitted that the presence of properly instituted teams or committees in the school to facilitate school activities will not only bring about good students' performance but also a productive administrative system in the school. The study in collaboration with Okoli *et al.* (2024) exhibited a positive and significant relationship which could be as a result of friendly, collaborative, strong bonds of loyalty and tradition in the schools as they have similar features which promote teachers' job commitment in schools. Teamwork practices in schools provide opportunity for teachers to improve their skills and enrich knowledge for effective execution of their duties in secondary schools. This agreed with the findings of Akudo (2024) that teamwork practices in schools cultivate strong relationships and build favourable atmosphere that can make teachers comfortable in performing their task to achieve common goals of secondary education.

Conclusion

Based on the findings, the study concluded that a positive and significant prediction exists between teachers' work-related factors and teachers' job commitment in public secondary schools in Anambra State. It is therefore imperative that school administrators and other

Educational Implications of the Study

The findings of this study have far reaching educational implications for school administrators, teachers and Ministry of Education. To the Ministry of Education, the components of teachers' work-related variables need to be mainstreamed in the public secondary school curricular to increase awareness to school administrators, teachers and student leaders on the vital role teachers' work-related variables play in augmenting teachers' professional growth and development, job satisfaction, school and professional commitment as well as school quality and students' academic performance in public secondary schools in Anambra State.

The findings of the study indicated the various variables of teachers' work-related factors that school administrators need to properly structure and apply in order to maintain intrinsic strategies that would engage and get teachers satisfied and committed in schools. Thus, deficiencies on the findings could be as a result of weak practices of teachers' work-related factors that require the school administrators to address the problems and maintain strong and successful school prevailing norms that will enable teachers to adhere to same beliefs and values. It will also help to align school goals to teachers' goals to attract and retain better teachers. To the teachers, the study has further exposed them to the various variables in the school that have provided them with the needed support and conviction to function as professional collegial communities. Teachers' work-related variables if nurtured and sustained would help teachers to cope with challenges associated with teaching.

Recommendations

Based on the findings, the study recommends the following:

1. School principals in public secondary schools should consider and put in practice the vital teachers' work-related variables because they are positive and significant predictors of teachers' job commitment in public secondary schools in Anambra State.
2. Government should provide adequate work environment, since provision of adequate work environment help teachers to be committed to their job in public secondary schools in Anambra State.
3. School principals should ensure a good teamwork among teachers in order for them to work collaboratively for successful implementation of communicated intentions towards quality education in public secondary schools in Anambra State.

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