

PSYCHOLOGICAL WORK ENVIRONMENT AS CORRELATE OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

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Abstract

A positive teaching and learning environment for both students, teachers, and other staff members are essential for promoting academic success and a culture of continuous improvement and mutual respect within educational institutions. The main purpose of this study was to psychological work environment as correlate of teachers' job commitment in public secondary schools in Anambra State. To achieve this, one research questions guided the study and one null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised 5,133 teachers in 266 public secondary schools in six Education Zones in Anambra State. A sample of 513 teachers (that is, 10% of the population) was used for the study. Multi stage sampling procedure was used for the study. The instruments for data collection were a researcher-structured questionnaire titled: titled "Psychological Work Environment Questionnaire (PWEQ) and Teachers' Job Commitment Questionnaire (TJCQ). The face validity of the instrument was established by three experts; one from Measurement and Evaluation and two in Education Management. All the experts are all from the Faculty of Education, Nnamdi Azikiwe University, Awka. The reliability was ascertained through a pilot study. The data collected were analyzed with Cronbach Alpha method and coefficient values of 0.83 was obtained. Pearson Product Moment Correlation Coefficient was used to answer the research question and test hypothesis at 0.05 level of significance. The findings of the study showed that psychological work environment positively and significantly correlate with teachers' job commitment in public secondary schools in Anambra State. The study recommended Public school principals should prioritize efforts to enhance the psychological work environment of public secondary schools, which may include initiatives such as promoting positive staff relationships, implementing support mechanisms for teachers' psychological well-being, and cultivating a culture of appreciation and recognition.

Keywords: *Psychological work environment, Effective management, Teachers' Job Commitment, Secondary Education*

Introduction

Education is the process of gaining knowledge, skills and understanding through teaching, learning and experience. A well administered education would equip individuals with capacities to confront problems and changing situations; awaken intellectual curiosity, encourage the spirit of inquiry and make its recipients inventive, self-reliant and resourceful (Ugochukwu et al., 2024). Education system in Nigeria is structured into primary education otherwise known as basic education, secondary education and tertiary education. Each level builds on the previous one, providing a comprehensive structure for education in Nigeria. Teachers play important role in ensuring the effective delivery of education at each stage, thereby guiding students through the learning process and helping them achieve their full potential. This implies that teachers play a pivotal role promoting education at all levels.

Teachers are professionals who facilitate learning by imparting knowledge, skills and values to students. They create lesson plans, deliver instruction, assess student progress and provide feedback. Beyond academics, teachers also mentor and support students' personal and social development as they help them become better individuals in the society. Agogbua (2024) explained that good partnership among teachers have consistently been highlighted as an important factor for school improvement and academic success of students in secondary schools. The

introduction of secondary education played a pivotal role in the supply of manpower needed for economic growth and development by creating a class of educated leaders (Ugochukwu et al., 2021). However, teachers' commitment to their job is essential for achieving these goals because their dedication directly impact the quality of education and students' academic success.

Teachers' job commitment is the level of loyalty and responsibility that teachers demonstrate towards their profession. It is reflected in their passion for teaching, their proactive efforts to meet the needs of diverse learners, and their contribution to the overall goals and values of the educational institution. Afolakemi and Adeyemi (2021) noted that teachers' job commitment is the level of enthusiasm for tasks assigned to teaching staff in the school. When teachers are genuinely committed to their job, they are more likely to go above and beyond to create a positive learning environment, continually improve their teaching methods and support their students' individual needs. Oviawe (2020) explained that teachers' job commitment could be determined by their proper execution of basic tasks, active involvement in school functions, punctuality to work and willingness to help students to learn. That notwithstanding, factors such as lack of role clarity, leadership and poor work environment as regards the psychological aspect could hinder teachers in effectively discharging their duties (Ogwo, 2019). Therefore, creating a supportive psychological work environment for teachers

should be a priority as this would make them feel valued.

Psychological work environment is a set of those work environment characteristics that affect the way workers feel. Nanda et al. (2019) defined psychological work environment as to the collective emotional, social and cognitive atmosphere within a workplace, encompassing factors such as relationships with colleagues, job demands, autonomy, and overall organizational culture, which can significantly influence employees' mental well-being and job satisfaction. The environment provides a good description of the mental activities that an employee undertakes during working hours. The psychological environment includes good descriptions and references to other sources of information on stress, harassment, job demands, co-operation and conflicts (Irvianti & Verina, 2015).

The psychological work environment can be considered those elements of the workplace which are important for the behavior of workers. It is closely related to the relationship between workers and management or coworkers, the level of welfare, especially non-cash benefits, as well as factors related to the place of workers (Taiwo, 2013). For teachers, this involves their relationships with administrators and colleagues, the level of welfare they receive, especially non-cash benefits, and factors related to their role within the school. These elements are important in determining teachers' job commitment. School

organizations should reflect conditions that support cooperation between the teachers, students, the management and other members of staff.

Conditions that should be created are family atmosphere, good communication, and self-control. This would positively impact teachers' attitude to their job as well as improve productivity ((Taiwo, 2013). It is the responsibility of the school management to provide suitable environment where teaching and learning can thrive. One of the pressing worries in some public secondary schools in Anambra State is the apparent lack of suitable teaching and learning atmosphere. One could see that some public secondary schools in the State are faced with challenges such as unfavourable management styles, inadequate infrastructure and limited resources. These conditions not only hinder effective teaching and learning, but also affect teachers' ability to deliver quality learning contents, Addressing these issues requires concerted efforts from school administrators, to ensure that teachers work under favourable environment that would make them feel belonged and valued. It is against this background that the study sought to examine psychological work environment as correlate of teachers' job commitment in public secondary schools in Anambra State.

Statement of the Problem

The National Policy on Education states that the primary goal of secondary education is to equip students for productive

living in society and to prepare them for higher education. The success of these objectives relies heavily on the effectiveness and efficiency of teachers. That notwithstanding, the attitude some teachers in public secondary schools in Anambra State exhibit when it comes to their primary duties are not encouraging. The researcher observed that the persistent drop in some teachers' commitment to their job has continued to raise concern among stakeholders in education. Teaching activities in some schools in Anambra State appear not to be encouraging. The researcher observed that some teachers are not discharging their duties as they ought to. Some of them have bad attitudes, poor habits and disobey instructions from the school management. It seems that some are no more dedicated to the values, goals, projects and philosophy of the schools.

The researcher has continued to search for reasons behind teachers' lack of commitment to their jobs and possibly proffer solutions to that. In an interview with some teachers, it was uncovered that some of them feel disconnected from their job as a result of unhealthy and unfavourable work environment which limits the use of their initiatives. Some complained of delayed salaries, workload and management insensitive behaviours to teachers' welfare. Could teachers' disconnect to their job be as result of their psychological work environment? Could it be that there are unknown factors that contribution to teachers

lack of commitment to their job? It is important to address these issues so as to continue to improve teaching quality in schools, otherwise the quality of education in Anambra State would be threatened. The study, therefore, sought to investigate psychological work environment as correlates of teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study.

1. What is the correlation between psychological work environment and teachers' job commitment in public secondary schools in Anambra State?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

1. There is no significant correlation between psychological work environment and teachers' job commitment in public secondary schools in Anambra State.

Methods

The study adopted correlational research design. The population of the study comprised 5,133 teachers in 266 public secondary schools in six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary School Service Commission

(PPSSC), Awka, 2023). A sample of 513 teachers (that is, 10% of the population) was used for the study. Multi stage sampling procedure was used for the study. The instrument for data collection was a questionnaire developed by the researcher. The instrument was titled “Psychological Work Environment Questionnaire (PWEQ) and Teachers’ Job Commitment Questionnaire (TJCQ). The instrument was divided into section A and B. Section ‘A’ sought demographic information of the respondents; section ‘B’ elicit information on teachers’ psychological work environment. The instruments was on four point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points),

Results

Research Question 1: What is the correlation between psychological work environment and teachers’ job commitment in public secondary schools in Anambra State?

Table 1: Summary of Pearson Product Moment Correlation on the Correlation between Psychological Work Environment and Teachers’ Job Commitment in Public Secondary Schools in Anambra State.

Variables	N	r	r ²	Remark
Psychological Work Environment	484			
Teachers’ Job Commitment	484	.451	.375	Positive Relationship

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 shows that psychological work environment positively correlates with teachers’ job commitment in public secondary schools in Anambra State with: $r = .451$, $r^2 = .375$, percentage (%) = 37.5 and N

= 484. This reveals a positive correlation coefficient value of .451 indicating a positive relationship existing between psychological work environment and teachers' job commitment in public secondary schools in Anambra State. It implies that a unit increase in psychological work environment leads to .451(45%) increase in teachers' job commitment in public secondary schools in Anambra State. The coefficient of determination (r^2), .375, shows that the explanatory power of the variable is moderately strong.

Hypothesis 1: There is no significant correlation between psychological work environment and teachers' job commitment in public secondary schools in Anambra State.

Table 2: Summary of Pearson Product Moment Correlation on the Significant Correlation between psychological work environment and Teachers' Job Commitment in Public Secondary Schools in Anambra State

Variables	N	r	r^2	Remark
Psychological Work Environment	484	.451	.375	Positive Relationship
Teachers' Job Commitment	484			

The summary result of Pearson Product-Moment Correlation Coefficient in Table 5 shows that psychological work environment positively correlates with teachers' job commitment in public secondary schools in Anambra State with: $r = .451$, $r^2 = .375$, percentage (%) = 37.5 and $N = 484$. This reveals a positive correlation coefficient value of .451 indicating a positive relationship existing between psychological work environment and teachers' job commitment in public secondary schools in Anambra State. It implies that a unit increase in psychological work environment leads to .451(45%) increase in teachers' job commitment in public secondary schools in Anambra State. The coefficient of determination (r^2), .375, shows that the explanatory power of the variable is moderately strong.

Discussion of Findings

Findings on the correlation between physical work environment and teachers' job commitment in public secondary schools in

Anambra State revealed that physical work environment positively correlates with teachers' job commitment in public secondary schools in Anambra State. This means that the commitment of teachers depends on their physical work environment. The findings of the study are in agreement with the findings of Al Kasheh (2017) and Uwannah, Eteete and Mark (2019). These studies revealed that a good and optimized physical work environment helps in decreasing the rate of turnover intention of employees and increases commitment at the workplace. The study also agrees with the finding of Muoto (2023) that the physical work environment positively relates to teachers' commitment to work in public secondary schools in Anambra State. Al-Omari and Okasheh (2017) also found out that there is an impact of physical work-space atmosphere issues on employee effectiveness and performance. This means that the physical work environment plays a role in promoting performance and turnover intentions.

The study showed that the physical work environment significantly correlates with teachers' job commitment in public

secondary schools in Anambra State. This is in agreement with the findings of Akomolafe and Popoola (2015) which showed a significant positive correlation between the physical work environment and employee productivity, indicating that an improvement in the physical work environment leads to an increase in employee productivity. Shammout (2021) also showed that there is a significant impact of the physical work environment on employees' performances at work. Muoto (2023) revealed that the physical work environment significantly relates to teachers' commitment to work. These studies collectively emphasize the importance of a favorable physical work environment, including factors such as air quality, temperature, noise, lighting, and overall workspace conditions, in influencing employee turnover intention, effectiveness, and productivity. These suggest that creating a conducive physical workspace can contribute to positive outcomes for teachers and improve their job commitment.

Conclusion

Prioritization and the creation of a positive teaching and learning environment

for both students, teachers, and other staff members are essential for promoting academic success and a culture of continuous improvement and mutual respect within educational institutions. Based on the findings of the study, it was concluded that psychological work environment positively and significantly correlate with teachers' job commitment in public secondary schools in Anambra State.

Recommendations

On the basis of the findings of this study, the following recommendation was made:

1. Public school principals should prioritize efforts to enhance the psychological work environment of public secondary schools, which may include initiatives such as promoting positive staff relationships, implementing support mechanisms for teachers' psychological well-being, and cultivating a culture of appreciation and recognition.

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