



## TEACHERS' WORK-RELATED FACTORS AS PREDICTORS OF TEACHERS' ORGANISATIONAL BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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### Abstract

The study examined teachers' work-related factors as predictors of teachers' organizational behaviour in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study consist 8,187 teachers in 267 public secondary schools in the six education zones in Anambra State. The sample of 819 teachers was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques were used for the study. Teachers' Work-Related Factors Questionnaire (TWRFAQ) and Teachers' Organizational Behaviour Questionnaire (TOBQ) was used for data collection. The instruments were subjected to face and construct validation. Face validation was done by three experts. The reliability of the instrument was done using Cronbach Alpha method and the average coefficients were established at 0.82 for TWRFAQ and 0.88 for TOBQ. Simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance. The findings of the study revealed that principals' leadership behaviour and teachers' workload exhibited a moderate positive and significant predictive value on teachers' organizational behaviour in public secondary schools in Anambra State. The study concluded that teachers' work-related factors are positive and significant predictors of teachers' organizational behaviour in public secondary schools in Anambra State. Based on the findings, the study recommended that principals in public secondary schools in Anambra State should find opportunities to interact with their teachers to communicate their leadership practices and seek guidance on barriers or challenges they face in allocating instructional resources. This will improve teachers' organizational behaviour in public secondary schools in Anambra State.

**Keywords:** Teachers' work-related factors, teachers' organizational behaviour



## Introduction

Education is an indispensable tool for developing the attitudes, skills and knowledge of individuals to enable them make positive contribution to social, economic and political changes in the society. It is also a means of shaping the habit and character of individuals to make them responsible members of the society. It is a potent tool for equipping individuals with skills and sound knowledge for self-reliance and useful contributions towards the affairs of the society. The success of educational system especially the secondary education of any country to a large extent depends on the organizational behaviour of teachers.

Teachers' organizational behaviour is the actions and attitudes that members of teaching staff exhibit within the workplace. Obi and Ezenwagu (2022) defined teachers' organizational behaviour as the character and work habits exhibited by teaching staff of educational institutions. Teachers' organizational behaviour is activities embarked by teaching staff to the responsibilities and expectations of their teaching roles. Ugoani (2023) defined teachers' organizational behaviour as the professional commitment, job involvement and attitudes of teachers towards one another and educational institution. It is the manner in which teachers act or behave towards colleagues and learners in the work environment. Teachers' organizational behaviour is the way that teaching staff interact and act in the school. Edgar (2023) defined teachers' organizational behaviour as a constellation of members of teaching staff attitude that is deviant or in accordance with organizational norms.

Teachers with a high organizational behaviour have a crucial role in the school. Okaforcha et al. (2024) asserted that teachers with good organizational behaviour can collaborate, work together, encourage other teachers to be responsible and help other teachers be optimistic when facing problems. Teachers who have organizational behaviour can improve students' performance, act as the inventory officer, support school events, improve the school's academics and search for additional materials for students. Supporting this view, Ughamadu et al. (2024c) averred that teachers with organizational behaviour impacts higher levels of procedural justice, lower levels of fatigue, and higher levels of emotional intelligence on work performance. On that basis, the more teachers who have positive organizational behaviour, the more effective organizational effectiveness and their positive effects can accelerate the achievement of targets and quality of education effectively and efficiently which ultimately benefits can be achieved by schools.

Contextually, teachers' organizational behaviour referred to teachers doing the right thing that benefits the greater good of the school without receiving recognition or merit for it. It is the active participation of teachers beyond the normal demands of their work for school growth, development and improvement. The teachers' organizational behaviour is displayed by their loyalty to school, dedicated and committed to their work. The factors that might help teachers to likely exhibit positive and good organisational behaviour in the school are termed teachers' work-related factors.



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. (2024b) enumerated factors like methods of teaching, teachers' personality, workload, resourcefulness of the teacher, work environment, communication, leadership behaviour, 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, workload, work environment, transportation, in-service training, social amenities, community support and ICT skill as teachers' work-related factors in school. Ughamadu et al. (2024a) stated that work-related factors affecting teachers in school encompass the personal, social and school factors that shape teachers' experiences and behaviours. Ughamadu et al. added that teachers' work-related factors include ICT skills, workload, communication style, leadership behaviour, teamwork, in-service training and work environment among others.

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. Eziuzo and Ezeanya (2024) submitted that there are many factors that influence the teachers' organisational behaviour 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. In this study, teachers' work-related factors were delimited to principals' leadership behaviour and teachers' workload.

Leadership is the operational tool used in influencing people to strive willingly and enthusiastically towards the achievement of the organisational goals. Okaforcha and Ezeigwe (2024) stated that leadership is a pattern of behaviours used by those in authority to influence group members and make decision regarding objectives, strategies, and performance within the group activities. In other words, without these leadership behaviours, an organisation might not likely succeed. Leadership behaviour could be positive or negative. It is positive when it leads to the effectiveness of workers and negative when it leads to ineffectiveness. Adopting positive leadership behaviour can motivate staff to increase their ability to reach pre-determined goals (Mmor & Adinna, 2025).



Leadership behaviour is a series of attitudes, characteristics and skills used by leaders in different situations in accordance with individual and organisational goals. Leadership behaviour is seen as a process through which the leader influences others in the process of attaining the group goal (Obi et al., 2025). As a process, it requires that the leaders have a laid down procedure to follow in their leadership activities, and such leaders have specific direction to follow. Ohamobi et al. (2025) noted that leadership behaviour is a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organization. Nwankwo and Agu (2024) defined leadership behaviour as the pattern of behaviours engaged by a principal when dealing with the teachers. This explanation on leadership behaviour entails that the principal applies a specific behaviour when dealing with the school staff. Such behaviour makes the staff to respond willingly or otherwise to the directive of the principal, and determines the type of leader in question. Thus, the principals' leadership behaviour can positively shape the workload of teachers in school.

Teachers' workload refers to the total amount of work a teacher has, including both teaching and non-teaching responsibilities. This can include planning and writing lesson plans, delivering lessons, marking assignments and tests, managing classes, administrative tasks, behaviour management, form teacher's duties and participating in school committees among others. Okarforcha and Nnaji (2024) noted that teacher workload is the amount of work a teacher is expected to do over a given period of time. It can vary from school to school and role to role, and is influenced by a number of factors, including: School policies, Number of responsibilities, Nature of the subjects taught, and Importance of the subjects taught. In the words of Okoli et al. (2024a), teachers' instructional workload is expressed in terms of curriculum organization, lesson note preparation, learners' engagement in curriculum instructions, continuous assessment, class management and any other routine work that may assigned to a teaching staff by the principal. Workload is often measured by asking teachers to self-report how many hours they spend on work-related tasks in a given week. When the workload is moderate, teachers might exhibit high rate of organisational behaviour in the school.

Some teachers have exhibited poor organisational behaviour of negative attitude, lack of collaboration, negative workplace culture, lack of trust and poor adaptation of changing dynamics of school works among others in public secondary schools in Anambra State. As noted by Adinna et al. (2024); Ezeaku and Obi (2025); Okaforcha and Okonkwo (2025), the poor exhibition of organisational behaviour among teachers in Anambra State might be the reason from poor principals' leadership behaviour, unbalanced workloads for teachers, poor work environment and inadequate in-service training for teachers in public secondary schools in Anambra State. Additionally, it is perceived that in some public secondary schools in Anambra State, teachers' organisational behaviour is particularly pressing issue, as teacher turnover rates are high and some teachers lack the necessary training and support to be effective in their roles in the school they work. This has led to concerns about the quality of education in the region and the ability of students to reach their full potential. This is why the researcher deemed it necessary to examine



teachers' work related factors as predictors of teachers' organisational behaviour in public secondary schools in Anambra State.

### **Purpose of the Study**

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

1. find out the predictive value of principals' leadership behaviour on teachers' organisational behaviour in public secondary schools in Anambra State.
2. determine the predictive value of workload on teachers' organisational behaviour in public secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What is the predictive value of principals' leadership behaviour on teachers' organisational behaviour in public secondary schools in Anambra State?
2. What is the predictive value of workload on teachers' organisational behaviour in public secondary schools in Anambra State?

### **Hypotheses**

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

1. Principals' leadership behaviour is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.
2. Workload is not a significant predictor of teachers' organizational behaviour in public secondary schools in Anambra State.

### **Research Methods**

The study was carried out in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study consist 8,187 teachers comprising 1,500 males and 6,687 females in 267 public secondary schools in the six education zones in Anambra State. The sample of 819 teachers was used for the study. Multistage sampling procedure comprising proportionate stratified and simple random sampling techniques were used for the study. The structured instruments for data collection were 'Teachers' Work-Related Factors Questionnaire (TWRFAQ) and Teachers' Organisational Behaviour Questionnaire (TOBQ).' The instruments were subjected to face and construct validation. Face validation was done by three



experts, one in Measurement and Evaluation, two in the Department of Educational Foundations, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus while construct validation was carried out with Principal Component Analysis approach using SPSS version 26 and the results showed that the construct validity was met. The reliability of the instrument was done using Cronbach Alpha technique and the average coefficients were established at 0.82 for TWRFQ and 0.88 for TOBQ. The administration and retrieval of the instrument from the respondents was 'on the spot delivery' by the researcher together with three research assistants. Out of 819 copies of the instrument administered, 792 copies representing 97% of the instrument were correctly completed. Simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

## Results

**Research Question 1:** What is the predictive value of principals' leadership behaviour on teachers' organisational behaviour in public secondary schools in Anambra State?

**Table 1:** Summary of Simple Regression Analysis on the Predictive Value of Principals' Leadership Behaviour on Teachers' Organisational Behaviour in Public Secondary Schools in Anambra State

|   | Unstandardized | Std. Dev. | Standardized |
|---|----------------|-----------|--------------|
|   | $\beta$        | $\beta$   | $\beta$      |
| Constant                                | 30.231         | 5.486     |              |
| <b>principals' leadership behaviour</b> | 0.662          | 0.327     | 0.653        |
| R                                       | 0.653          |           |              |
| R <sup>2</sup>                          | 0.604          |           |              |
| Adj. R <sup>2</sup>                     | 0.549          |           |              |

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 30.231. This means that if all the variables are held constant or fixed (zero) at the expense of principals' leadership behaviour, teachers' organisational behaviour will be valued at 30%. The analysis showed that principals' leadership behaviour positively predicts teachers' organisational behaviour in public secondary schools in Anambra State as shown by the regression coefficient ( $R = 0.653$ ). However, the standardized beta is also values at  $\beta = 0.653$  which revealed that principals' leadership behaviour is a positive predictor of teachers' organisational behaviour in public secondary schools in Anambra State. This implies that a unit improvement in principals' leadership behaviour led to



0.653(65%) improvements in teachers' organisational behaviour in public secondary schools in Anambra State. The coefficient of determination ( $R^2$ ) value of 0.604 indicated that the explanatory power of the variable was moderately strong. This implies that 60% of the variations in teachers' organisational behaviour in public secondary schools in Anambra State were accounted for by the variations in principals' leadership behaviour. The adjusted  $R^2$  supported the claim of the  $R^2$  with a value of 0.549 indicating that 55% of the total variation in teachers' organisational behaviour was explained by principals' leadership behaviour. Thus, adjusted  $R^2$  supports the statement that the explanatory power of teachers' organisational behaviour moderately depends on principals' leadership behaviour in public secondary schools in Anambra State.

**Research Question 2:** What is the predictive value of teachers' workload on teachers' organisational behaviour in public secondary schools in Anambra State?

**Table 2:** Summary of Simple Regression Analysis on the Predictive Value of Teachers' Workload on Teachers' Organisational Behaviour in Public Secondary Schools in Anambra State

|                           | Unstandardized | Std. Dev. | Standardized |
|---------------------------|----------------|-----------|--------------|
|                           | $\beta$        | $\beta$   | $\beta$      |
| Constant                  | -31.172        | 5.204     |              |
| <b>teachers' workload</b> | -0.589         | 0.387     | -0.575       |
| R                         | -0.575         |           |              |
| $R^2$                     | 0.509          |           |              |
| Adj. $R^2$                | 0.482          |           |              |

The summary of the simple regression analysis as shown in Table 2 indicated that the regression line has a negative intercept as presented by the constant value of -31.172. This means that if all the variables are held constant or fixed (zero) at the expense of teachers' workload, teachers' organisational behaviour will be valued at 31%. The analysis showed that teachers' workload negatively predicts teachers' organisational behaviour in public secondary schools in Anambra State as shown by the regression coefficient ( $R = 0.575$ ). Furthermore, the standardized beta is also values at  $\beta = -0.575$  which revealed that teachers' workload is a negative predictor of teachers' organisational behaviour in public secondary schools in Anambra State. This implies that a unit increase in teachers' workload led to 0.575(58%) decreases in teachers' organisational behaviour in public secondary schools in Anambra State. The coefficient of determination ( $R^2$ ) value of 0.509 indicated that the explanatory power of the variable was moderately strong. This implies that 51% of the variations in teachers' organisational behaviour in public secondary schools in Anambra State were accounted for by the variations in teachers' workload. The adjusted  $R^2$  supported the



claim of the  $R^2$  with a value of 0.482 indicating that 48% of the total variation in teachers' organisational behaviour was explained by teachers' workload. Thus, adjusted  $R^2$  supports the statement that the explanatory power of teachers' organisational behaviour moderately depends on teachers' workload in public secondary schools in Anambra State.

## Test of Hypotheses

### Hypothesis One

**H<sub>01</sub>:** Principals' leadership behaviour is not a significant predictor of teachers' organisational behaviour in public secondary schools in Anambra State.

**Table 3:** Test of Significance of Simple Regression Analysis on Principals' Leadership Behaviour as Significant Predictor of Teachers' Organisational Behaviour in Public Secondary Schools in Anambra State

|   | Unstandardize<br>d<br>$\beta$ | Std. Dev.<br>$\beta$ | Standardize<br>d<br>$\beta$ | t-<br>value | p-<br>value |
|---|-------------------------------|----------------------|-----------------------------|-------------|-------------|
| Constant                                    | 30.231                        | 5.486                |                             | 23.714      | 0.000       |
| <b>principals' leadership<br/>behaviour</b> | 0.662                         | 0.327                | 0.653                       | 20.508      | 0.000       |
| R   | 0.653                         |                      |                             |             |             |
| $R^2$                                       | 0.604                         |                      |                             |             |             |
| Adj. $R^2$                                  | 0.549                         |                      |                             |             |             |
| F   | 38.945                        |                      |                             |             | 0.000       |

The summary of the test of significance of simple regression analysis as shown in Table 3 showed that the simple regression coefficient (R) is 0.653 while the  $R^2$  is 0.604 and Adjust  $R^2$  is 0.549. The F-ratio associated with regression is 38.945, the t-test is 20.508 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that principals' leadership behaviour is not a significant predictor of teachers' organisational behaviour in public secondary schools in Anambra State and accepted the alternative hypothesis that principals' leadership behaviour is a significant predictor of teachers' organisational behaviour in public secondary schools in Anambra State.



## Hypothesis Two

**H<sub>02</sub>:** Teachers' workload is not a significant predictor of teachers' organisational behaviour in public secondary schools in Anambra State.

**Table 4:** Test of Significance of Simple Regression Analysis on Teachers' Workload as Significant Predictor of Teachers' Organisational Behaviour in Public Secondary Schools in Anambra State

|                           | Unstandardize<br>d<br>$\beta$ | Std. Dev.<br>$\beta$ | Standardize<br>d<br>$\beta$ | t-<br>value | p-<br>value |
|---------------------------|-------------------------------|----------------------|-----------------------------|-------------|-------------|
| Constant                  | -31.172                       | 5.204                |                             | -22.815     | 0.000       |
| <b>teachers' workload</b> | -0.589                        | 0.387                | -0.575                      | -19.608     | 0.000       |
| R                         | -0.575                        |                      |                             |             |             |
| R <sup>2</sup>            | 0.509                         |                      |                             |             |             |
| Adj. R <sup>2</sup>       | 0.482                         |                      |                             |             |             |
| F                         | 36.144                        |                      |                             |             | 0.000       |

The summary of the test of significance of simple regression analysis as shown in Table 4 showed that the simple regression coefficient (R) is -0.575 while the R<sup>2</sup> is 0.509 and Adjust R<sup>2</sup> is 0.482. The F-ratio associated with regression is 36.144, the t-test is -19.608 and the p-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that teachers' workload is not a significant predictor of teachers' organisational behaviour in public secondary schools in Anambra State and accepted the alternative hypothesis that teachers' workload is a significant predictor of teachers' organisational behaviour in public secondary schools in Anambra State.

## Discussion of the Findings

Findings on the predictive value of principals' leadership behaviour on teachers' organisational behaviour in public secondary schools in Anambra State revealed that principals' leadership behaviour exhibit a positive predictive value of 0.653 on teachers' organisational behaviour in public secondary schools in Anambra State. This means that a unit improvement in principals' leadership behaviour will also bring about a proportional improvement in teachers' organisational behaviour at the value of 65% respectively in public secondary schools in Anambra State. Thus, the positive prediction of principals' leadership behaviour on teachers' organisational behaviour



means that a rise in teachers' organisational behaviour depends on good application of principals' leadership behaviour in public secondary schools in Anambra State. The study also revealed that principals' leadership behaviour is a significant predictor of teachers' organisational behaviour in public secondary schools in Anambra State. This is in line with the finding of Adinna and Okafor (2023) that positive principals' leadership behaviours, especially in human relations and instructional support, increase teachers' engagement and effectiveness. The finding of the study justifies the earlier findings of Obinna-Eze and Alex (2023) that principals who model high standards and show appreciation for staff foster a more collaborative and committed environment. Nwafor and Okoye (2024) findings is in line with the present study findings that principals' demonstrating a calm, patient and approachable demeanour (sometimes described as 'prophetic' or 'servant' leadership) help to build positive rapport leading to high teachers' organisational behaviour in schools. In the findings of Okaforcha and Ezeigwe (2024), granting professional autonomy to staff, encouraging collaboration and supporting professional learning communities motivates teachers to go extra miles in discharging their duties. Ohamobi et al. (2025) findings established that effective principals often adjust their behaviour based on the context, balancing the need for structure with the need for relational support to meet the specific needs of their school. Ughamadu et al. (2024e) findings affirmed that defining and communicating a shared vision and mission that guides school development programmes help to motivate teachers to diligently carry out their task in schools. Obi et al. (2025) findings revealed that celebrating the achievements of teachers to foster a sense of gratitude and motivation that increase their passion for teaching. Similarly, the finding is in line with Mmor and Adinna (2025) that principals who engages directly with teachers by providing feedback, coaching and support based on classroom observations positively improve teachers' engagement and performance in schools. The similarities found in these studies are as a result of the fact that principals as effective leaders motivate teachers by acting as a supporter, professional developer, a resource provider, a team member, an identifier of talent and an architect of change, a transformer, a facilitator, a coordinator, a good communicator and a visionary leader. They interact directly with teachers on instructional issues, and they provide professional support to teachers to actively participate in the process.

Findings on the predictive value of teachers' workload on teachers' organisational behaviour in public secondary schools in Anambra State revealed that teachers' workload has a negative predictive value of 0.575(58%) on teachers' organisational behaviour in public secondary schools in Anambra State. This means that the practical fall in teachers' workload will bring about 58% rises in teachers' organisational behaviour and vice versa in public secondary schools in Anambra State. Thus, the negative prediction of teachers' workload on teachers' organisational behaviour means that a rise in teachers' organisational behaviour depends on good moderation of teachers' workload in public secondary schools in Anambra State. The study also revealed that teachers' workload is a significant predictor of teachers' organisational behaviour in public secondary schools in Anambra State. The findings of the study are in consonance with the findings of Nwogbo



et al. (2024) that teachers' excessive workload affect efficiency and that frequent changes in school policies influence teachers workload while moderate workload helps teachers' accomplish responsibilities within a given time. In the findings of Okoli et al. (2024a), overload causes lower job satisfaction, leading to poor lesson preparation, disengagement from extracurricular activities, and low student-centered instruction. Similarly, Okaforcha and Nnaji (2024) findings revealed that every teacher is not treated equitably in distribution of course allocation and staff strength is not balanced in equitable distribution of workload in school leading to low teachers' morale. The findings of Ughamadu et al. (2024b) indicated that excessive work, including high student ratios reduces the ability to provide personalized instruction. Oparaji et al. (2025) findings indicated that teachers' workload is high in teaching activities and marking of students' scripts and that it impacted negatively on teachers' instructional tasks performance. The similarities found in these studies are as a result of the fact that excessive workload, including high student-teacher ratios and non-teaching assignments, significantly hinders teachers' performance in public secondary schools in Anambra State, leading to burnout, reduced job commitment and poor service delivery.

## Conclusion

Based on the findings, teachers' work-related factors are driving forces that determine teachers' organisational behaviour. Hence, the study concluded that teachers' work-related factors are positive and significant predictors of teachers' organisational behaviour in public secondary schools in Anambra State.

## Recommendations

Based on the findings, the study recommends the following:

1. Principals in public secondary schools in Anambra State should find opportunities to interact with their teachers to communicate their leadership practices and seek guidance on barriers or challenges they face in allocating instructional resources. This will improve teachers' organisational behaviour in public secondary schools in Anambra State.
2. Principals should ensure that teachers' workloads are moderate to avoid poor performance of teachers in schools. Hence, regular workshops and mentoring for new teachers are essential to help them cope with workload demands.

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