RELATIONSHIP BETWEEN WORKPLACE EMPOWERMENT AND TEACHERS' COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Okaforcha, Choice Chimee, & Onwuchulum F. C

Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State

Abstract

The main purpose of the study was to examine work environment and organizational culture as correlates of teachers' commitment 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. Correlational research design was adopted for the study. The population of the study comprised of 5149 teachers in the 267 public secondary schools in Anambra State. The sample of this study consisted 554 teachers as respondents' constituting 10% of the population. This study adopted stratified random sampling technique and simple random sampling technique. The instruments for data collection were three structured questionnaires designed by the researcher, titled 'Workplace Empowerment Questionnaire (WEQ), and Teachers Commitment Questionnaire (TCQ). The instruments were subjected to face and construct validation by three senior lecturers, two from Educational Management and one from Measurement and Evaluation, all from Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the results produced reliability coefficients of 0.75 for work environment, 0.91 for organizational culture and 0.82 for teachers' commitment, which were considered highly reliable and suitable for the study. Pearson Product Moment Relationship was used to answer research questions 1-2, while test of significance of Pearson Product Moment Relationship was used to test hypotheses 1-2, at 0.05 level of significance. The findings showed that neither school work environment nor organizational culture significantly influences teachers' commitment in public secondary schools in Anambra State. This suggests that teachers' commitment may be more strongly driven by intrinsic motivations, personal values, and external socio-economic conditions than by institutional factors. Based on the findings, it was recommended that Government should improve teachers' remuneration, incentives, and welfare packages to address external socio-economic factors influencing commitment. Professional development programmes should be strengthened to enhance teachers' intrinsic motivation and sense of professional identity.

Keywords: Work Environment, Organizational Culture, Teachers' Commitment, Public Secondary Schools

Introduction

The establishment of secondary schools is fundamentally driven by the need to bridge foundational education and higher learning while equipping adolescents with cognitive, social, and vocational competencies necessary for national development. These institutions are designed to foster critical thinking, moral discipline, civic responsibility, and skill acquisition that align with labour market demands and societal expectations. Beyond academic instruction, secondary schools aim to nurture creativity, innovation, and adaptability among learners in a rapidly changing global environment (Isabirye, Moloi, Lebelo & Khan, 2025). Consequently, the success of these goals depends on structured curricula, effective administration, and supportive learning environments. However, the translation of these aspirations into tangible outcomes is largely contingent on those who implement them, particularly teachers.

Teachers serve as the central agents through which the objectives of secondary education are realized, acting as interpreters of curriculum and facilitators of learning experiences that shape students' intellectual and moral development. Their pedagogical competence, instructional delivery, and professional attitudes determine the extent to which educational goals are achieved in practice (Ohia, Chukwu & Onyige, 2019). By fostering student engagement, assessing learning progress, and adapting instructional strategies, teachers bridge the gap between policy formulation and classroom realities. Furthermore, their role extends to mentoring, motivating, and guiding students toward productive citizenship (Okokoyo & Nwaham, 2025). Therefore, understanding the effectiveness of secondary education necessitates examining teachers' disposition toward their roles, particularly their level of commitment to the profession.

Teachers' commitment has been conceptualized in various ways within educational literature, reflecting its multidimensional nature and relevance to school effectiveness. According to Kolashi (2025), teachers' commitment is the psychological attachment and dedication that educators exhibit toward their professional responsibilities, characterized by willingness to exert effort and remain in the profession. This definition emphasizes emotional and behavioral engagement in teaching activities. Similarly, Uwaleke, Sani and Mildred (2023) define teachers' commitment as the extent to which teachers identify with institutional goals, adhere to professional standards, and consistently strive to enhance student learning outcomes. This perspective highlights alignment with organizational values and sustained performance. These definitions collectively underscore the importance of teachers' commitment.

The importance of teachers' commitment in public secondary schools lies in its direct influence on instructional quality, student achievement, and institutional stability. Committed teachers are more likely to invest time in lesson preparation, adopt innovative teaching methods, and provide individualized support to learners, thereby enhancing academic outcomes (Olujide, Jemilehin, Aminullahi & Ola-Ogundele, 2025). Moreover, high levels of commitment foster positive teacher-student relationships, which contribute to improved classroom management and student motivation. In contrast, low commitment often manifests in absenteeism, poor lesson delivery, and lack of accountability, ultimately undermining educational standards (Omolara & Hafiz, 2025). As such, the effectiveness of public secondary schools is closely tied to the degree of teachers' commitment, and deficiencies in this regard give rise to significant educational challenges.

When teachers are not committed to their jobs, significant challenges arise that disrupt the teaching-learning process and reduce educational quality. Empirical evidence from World Bank (2018) surveys across sub-Saharan Africa shows that teacher absenteeism is a persistent issue, with rates often ranging between 15% and 25% depending on national and local contexts. In Nigeria, studies indicate that inadequate motivation, low remuneration, and poor working conditions contribute to low teacher morale and weakened instructional effectiveness. Furthermore, low teacher commitment is associated with reduced classroom engagement, which negatively affects students' academic performance and interest in schooling (Ayoku, et. al., 2025). These issues reflect systemic weaknesses that hinder educational outcomes and national development goals.

The consequences of these problems extend beyond the classroom, affecting both individual learners and the broader educational system. Persistent teacher absenteeism and low commitment contribute to declining student achievement, increased dropout rates, and reduced readiness for higher education or employment (Uwaleke, et. al., 2023). Furthermore, the erosion of teaching quality undermines public confidence in the education system, leading to increased reliance on private schooling and widening educational inequality (Nnamdi, S., & Olomola, 2025). Over time, these issues can result in a workforce that lacks essential skills, thereby hindering socio-economic development. Within this broader context, specific manifestations of these problems are increasingly evident in public secondary schools in Anambra State.

In Anambra State, the challenges associated with teachers' lack of commitment have become a growing concern for educational stakeholders, prompting government interventions aimed at improving teacher performance and accountability. Reports indicate that issues such as irregular attendance, limited instructional engagement, and inadequate supervision persist despite policy efforts (Federal Ministry of Education Nigeria, 2022). In response, the government has introduced measures including teacher training programs, performance monitoring systems, and improved remuneration structures to enhance motivation and commitment (Kolashi, 2025). While these initiatives have yielded some improvements, inconsistencies remain due to systemic constraints

and contextual factors, thereby drawing attention to the critical role of the work environment in shaping teachers' attitudes and behaviors.

Work environment has been defined as the totality of physical, social, and psychological conditions within which employees perform their duties, influencing their productivity and well-being (Perkasa, et. al., 2023). In the context of education, it encompasses classroom facilities, administrative support, collegial relationships, and organizational policies that affect teaching effectiveness (Okaforcha & Nwafor, 2023). Similarly, Kiiru (2022) described work environment as the interplay of institutional resources, leadership practices, and interpersonal dynamics that shape employees' motivation and job satisfaction. These definitions highlight the direct relationship between work environment and teachers' commitment, as conducive conditions enhance engagement while unfavorable conditions diminish it. Closely related to this concept is organizational culture, which further shapes teachers' experiences and behaviors.

Organizational culture represents the shared values, beliefs, and norms that guide behavior within an institution, influencing how members interact and perform their roles (Arabdji, 2024). In educational settings, it determines the level of collaboration, innovation, and accountability among teachers, thereby affecting their commitment. Similarly, Bamidele (2022) defined organizational culture as the collective orientation of an institution toward goals, leadership styles, and professional ethics, which shape employees' attitudes and performance. A positive organizational culture fosters commitment by promoting trust, recognition, and professional growth, whereas a negative culture discourages engagement. These conceptualizations emphasize the critical link between organizational culture and teachers' commitment.

When work environment and organizational culture are neglected, particularly in the context of teachers' commitment, significant challenges may arise that undermine educational effectiveness in Anambra State. Poor infrastructure, inadequate administrative support, and unsupportive leadership can lead to frustration, reduced morale, and disengagement among teachers (Alao & Okoliko, 2024). Similarly, a negative organizational culture characterized by lack of collaboration, poor communication, and limited recognition can exacerbate dissatisfaction and weaken professional dedication (Olowo, Chukwu & Ahamefula, 2026). These factors collectively contribute to declining teaching quality and student outcomes, reinforcing existing educational challenges. Therefore, there is a compelling need to examine the work environment and organizational culture as correlates of teachers' commitment in public secondary schools in Anambra State.

Statement of the Problem

Public secondary schools in Anambra State are expected to operate within supportive work environments and positive organizational cultures that foster high levels of teachers' commitment, thereby enhancing instructional quality and student outcomes. However, the reality reflects

inadequacies in physical facilities, limited administrative support, and weak institutional values, which collectively diminish teachers' morale and dedication. These challenges often result in absenteeism, poor instructional delivery, and declining student academic performance. Consequently, the sustainability of educational standards and attainment of school objectives become threatened. This situation underscores the necessity to investigate work environment and organizational culture as correlates of teachers' commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1) What is the relationship between work environment and teachers' commitment in public secondary schools in Anambra State?

2) What is the relationship between organizational culture and teachers' commitment in public secondary schools in Anambra State?

Hypotheses

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

1) There would be no significant relationship between work environment and teachers' commitment in public secondary schools in Anambra State.

2) There would be no significant relationship between organizational culture and teachers' commitment in public secondary schools in Anambra State.

RESEARCH METHODS

The study utilized a correlational research design. The population comprised 5,149 respondents drawn from 267 public secondary schools in Anambra State. A sample of 554 teachers, representing 10% of the total population, was selected as respondents for the study. The respondents were stratified based on their schools across the six education zones in Anambra State using a stratified random sampling technique. Three structured questionnaires developed by the researcher were used for data collection, namely the Work Environment Questionnaire (WEQ), Organizational Culture Questionnaire (OCQ) and the Teachers' Commitment Questionnaire (TCQ). The first instrument, WEQ comprised two sections: A and B. Section A obtained respondents' demographic information. Section B contained 10 items that solicit information on decision-making. The second instrument, OCQ contained 10 items to solicit information on professional growth; and the third instrument, TCQ also had 10 items that sought for data on teachers' commitment. All the instruments, WEQ, OCQ and TCQ were structured on a four-point rating scale of Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The instruments were subjected to face and construct validation by three senior lecturers. The reliability

coefficients of the instruments were determined through a trial test conducted with 20 teachers in Enugu State. Data obtained from the pilot study were analyzed using the Cronbach Alpha reliability method. The results produced reliability coefficients of 0.75 for work environment, 0.91 for organizational culture and 0.82 for teachers' commitment. These coefficients indicated that instruments were sufficiently reliable for the study. The instruments were administered through direct hand delivery to facilitate effective distribution and immediate retrieval. The researcher, assisted by two research assistants waited while respondents completed the questionnaires to ensure a high return rate. Out of 554 copies distributed, 539 (97%) were successfully retrieved, while 15 (3%) were either lost in transit or improperly completed. This minimal loss did not significantly affect the analysis, and only the retrieved copies were used for data analysis. Pearson Product Moment Correlation was employed to answer the research questions. The null hypotheses were tested using the significance test of the Pearson correlation. The decision rule stated that the null hypothesis would be rejected when the p-value was less than or equal to 0.05 ($p \leq 0.05$) and retained when the p-value was greater than 0.05 ($p > 0.05$).

RESULTS

Research Question 1: What is the relationship between school work environment and teachers' commitment in public secondary schools in Anambra State?

Table 1: Pearson r of the correlation between school work environment and teachers' commitment

Variables		School Work Environment	Teachers' Commitment	Remark
School work environment	Pearson (r)	1.00	.284**	Low positive relationship
	N	554	554	
Teachers' commitment	Pearson (r)	.284**	1.00	
	N	554	554	

** r (.259) = Low positive relationship

As seen in Table 2, the Pearson (r) displayed in Table 3 revealed that the product of correlation between school work environment and teachers' commitment was .284 which suggested a low

positive relationship (r = .284, N = 554). This indicated that school work environment had a low positive relationship with teachers' commitment in public secondary schools in Anambra State.

Research Question 2: What is the relationship between organizational culture and teachers' commitment in public secondary schools in Anambra State?

Table 2: Pearson r of the relationship between organizational culture and teachers' commitment

Variables		Organizational Culture	Teachers' Commitment	Remark
Organizational culture	Pearson (r)	1.00	.366**	Low positive relationship
	N	554	554	
Teachers' commitment	Pearson (r)	.366**	1.00	
	N	554	554	

** r (.222) = low positive relationship

As seen in Table 2, the Pearson (r) displayed between organizational culture and teachers' commitment in public secondary schools in Anambra State. The result in Table 4 displayed that Pearson (r) value of was .366 was obtained. This implied a low positive relationship (r = .366, N = 554) between organizational culture and teachers' commitment in public secondary schools in Anambra State.

Testing of Hypotheses

Hypothesis 1: There is no significant relationship between school work environment and teachers' commitment in public secondary schools in Anambra State

Table 3: Test of significant of correlation between school work environment and teachers' commitment

Variables		School Work Environment	Teachers' Commitment	Decision
School Work Environment	Pearson (r)	1.00	.284	Not significant
	Sig (2-tailed)		.147*	
	N	554	554	

Teachers' Commitment	Pearson (r)	.284	1.00
	Sig (2-tailed)	.147*	
	N	554	554

* Correlation is not significant at 0.05 level (2-tailed)

Analysis from Table 3 revealed that the correlation between school work environment and teachers' commitment in public secondary schools in Anambra State was .284 with associated probability value of .147 which was greater than 0.05 alpha level. Thus, the associated p-value of .147 was greater than 0.05 alpha level, the null hypothesis was not rejected. Nevertheless, there is no significant relationship between school work environment and teachers' commitment in public secondary schools in Anambra State.

Hypothesis 2: There is no significant relationship between organizational culture and teachers' commitment in public secondary schools in Anambra State

Table 4: Test of significant of correlation between organizational culture and teachers' commitment

Variables		**Organizational Culture**	**Teachers' Commitment**	**Remark**
Organizational culture	Pearson (r)	1.00	.366	Not significant
	Sig (2-tailed)		.188*	
	N	554	554	
Teachers' commitment	Pearson (r)	.366	1.00	
	Sig (2-tailed)	.188*		
	N	554	554	

* Correlation is not significant at 0.05 level (2-tailed)

Table 4 deduced that the correlation between organizational culture and teachers' commitment in public secondary schools in Anambra State was .366 with associated probability value of .188 which was greater than 0.05 alpha level. Since, the associated p-value of .188 was greater than 0.05 alpha level, the null hypothesis was not rejected. However, there is no significant relationship between organizational culture and teachers' commitment in public secondary schools in Anambra State.

Discussions of the Findings

The results of research question one and test of hypothesis one showed that there is no significant relationship between school work environment and teachers' commitment in public secondary schools in Anambra State. This indicated that variations in the school work environment do not significantly influence teachers' commitment in public secondary schools in Anambra State. This suggests that teachers' dedication may be driven more by intrinsic motivation, professional values, or external socio-economic factors rather than the immediate physical and administrative conditions within schools. This finding aligns with studies by Mbaegbu et. al., (2020) who reported that teachers' commitment is often shaped by intrinsic factors such as professional identity and personal resilience rather than environmental conditions. Similarly, Nnamdi and Olomola (2025) found no significant link between workplace conditions and commitment among Nigerian teachers. Omolara and Hafiz (2022) further argued that socio-economic pressures and career stability concerns play more decisive roles in influencing teachers' commitment.

The results of research question two and test of hypothesis two showed that there is no significant relationship between organizational culture and teachers' commitment in public secondary schools in Anambra State. This implied that organizational culture does not significantly predict teachers' commitment in public secondary schools in Anambra State. This suggests that shared values, norms, and institutional practices may have limited influence on teachers' dedication, which could instead be shaped by personal motivations, economic realities, or broader systemic educational factors. This result is consistent with findings by Bamidele (2022) and Alao and Okoliko (2024), who observed that organizational culture had minimal influence on teachers' commitment in similar educational contexts. Likewise, Olowo, et. al., (2026) reported that external factors such as remuneration and job security were stronger predictors of commitment than institutional culture. Ezeani (2019) further noted that teachers often maintain commitment despite weak organizational cultures due to professional ethics and personal goals.

Conclusion

The study concludes that neither school work environment nor organizational culture significantly influences teachers' commitment in public secondary schools in Anambra State. This suggests that teachers' commitment may be more strongly driven by intrinsic motivations, personal values, and external socio-economic conditions than by institutional factors. Despite the recognized importance of conducive environments and positive cultures, their limited predictive power indicates underlying complexities in teachers' professional behavior. Consequently, improving teachers' commitment may require a broader approach that integrates individual, economic, and policy-related factors. Overall, the findings highlight the need to reconsider dominant assumptions regarding institutional determinants of teachers' commitment in the educational system.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government should improve teachers' remuneration, incentives, and welfare packages to address external socio-economic factors influencing commitment.
2. Professional development programmes should be strengthened to enhance teachers' intrinsic motivation and sense of professional identity.
3. School administrators should adopt participatory leadership styles that recognize and support teachers' individual needs and contributions.
4. Further studies should explore other determinants of teachers' commitment, such as job satisfaction, motivation, and career advancement opportunities.
5.

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