



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

Okaforcha, C. C., & Nwugo, G. C.

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

Abstract

The study examined work environment as predictors of teachers' job 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. The study adopted 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. Work Environment Questionnaire (WEQ) and Teachers' Job Commitment Questionnaire (TJCQ) 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 technique and the average coefficients were established at 0.83 for WEQ and 0.86 for TJCQ. 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 physical and social work environment exhibited a moderate positive and significant predictive value on teachers' job commitment while teachers' age and experience exhibited a high positive and significant predictive value on teachers' job commitment in public secondary schools in Anambra State. The study concluded that the study concluded that teachers' characteristics and work environment are positive and significant predictors of teachers' job commitment in public secondary schools in Anambra State. Based on the findings, the study recommended that Post Primary Schools Service Commission should focus on providing and maintaining good physical work environment in their schools so as to boost teachers' commitment, wellbeing and overall performance in public secondary schools in Anambra State.

Keywords: work environment, teachers' job commitment, public secondary schools



Introduction

Teachers at all levels of education are the foundation and bedrock of quality education in the society. Teachers are very important in any education system as no proper education can ever be achieved without adequately trained and motivated teachers. Adinna and Okafor (2023) noted that teachers are the pillars of the society who help students to grow and shoulder the responsibility of nation building. Teachers are indeed the nation's human capital, and every effort needs to be made to ensure improvement in their job commitment. Job commitment can be seen as the process through which people become willing to give their loyalty and energy to a particular social system. Ohamobi et al. (2025) defined teachers' job commitment as teachers' emotional attachment or bond to their job and the school. It can also be seen as the level of allegiance teachers feel for their job.

Understanding the important factors that could influence teachers to be committed in teaching profession is a vital tool for enhancing the attainment of the objectives of secondary education in Nigeria. Committed teachers are always willing to contribute their ideas and efforts to the pursuit of school goals of promoting effective teaching and learning. Okaforcha and Nnaji (2024) maintained that teachers with positive perception about their teaching role would be willing to accept the goals and values of their schools easily and they would be highly committed in teaching the students to enable them excel in their academic pursuits. Committed teachers show high levels of dedication to teaching and learning and they may avoid frequent absenteeism from school and display positive attitude towards their teaching responsibilities (Obi et al., 2025). Having committed teachers in the school system is beneficial in the sense that it would produce positive results especially in the area of high academic achievement by students. Okoli et al. (2024b) noted that, a school that has committed teachers has the highest possibility being successful academically because committed teachers are sometimes more productive in promoting effective and efficient teaching services in the school system.

The commitment of the teacher is the dedication to the values, projects and philosophy of the school and willingness to make sacrifices for its success. Committed teachers could utilize their time and energy in teaching their students, show care towards their learning needs, work harder to cover their scheme of work at the stipulated and employ varied approaches to teach the students. Okoli et al. (2024a) asserted that teachers' job commitment can be measured based on their feeling of being part and parcel of the school, syllabus coverage in time, punctuality and regularity at work by coming to school on time and are present on all working days. Similar to this, Okaforcha et al. (2024) noted that teacher who is committed and loyal to his or her job will exhibit high levels of job satisfaction, organizational citizenship, punctuality, dedication to school work, making extra time for students after school hours, implementing diverse teaching methods in the classroom and improvising instructional materials when they are not available.

Contextually, teachers' job commitment is the affective, psychological attachment and dedication of teachers in the course of discharging their duties in schools. Teachers' job commitment in



learning institutions could be assessed by devotion and willingness to spend time and energy for the school's success and spending extra time in preparing for the class. Mmor and Adinna (2025) asserted that some teachers who display negative attitude to work could be said to be uncommitted to their job. Some secondary school teachers in Anambra State seem not to be committed to their jobs. Some teachers exhibit undesirable behaviours such as absenteeism, lateness to school and truancy like engaging in other activities such as selling items in secondary schools in Anambra State. Some of these undesirable behaviours among teachers seem to be induced by the existing work environment in public secondary schools in Anambra State.

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. Nweke (2025) stated that work environment is 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. Okeleke (2023) 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 teachers' motivation and happiness, and how productive and efficient they can be, all goes down to their working environment. Idowu (2024) 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. Okafor et al. (2025) maintained that, a healthy workplace environment improves productivity and reduces costs related to absenteeism, turnover, teachers' compensation and medical claims. When the environment is conducive for teachers, in-service training of teachers becomes vital for improved commitment of teachers in schools.

Conducive work environment can provide comfort and security for teachers in carrying out instructional works and other duties. It helps teachers to do their job and obligations well and wholeheartedly. Teachers with optimal performance can significantly impact the future of their students or young generation and achieve educational goals. Teachers as workers are concerned with their work environment for their personal comfort as well as to facilitate efficiency at work. In support of the above, Okoye et al. (2022) opined that teachers were concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work.

Contextually, work environment is the conditions and culture in which people work, including physical and non-physical factors. It is affected by factors including health and safety, security and working hours. A poor working environment can damage staff health and put the staff safety at risk. School authorities are legally responsible for ensuring good working conditions, but



individuals also have a responsibility to work safely. In the context of this study, the teachers' work environment was categorized into physical and social work environment.

Teachers' physical work environment includes ergonomics (physical exposure), exposure to chemicals and particles, exposure to noise and vibration, climate, school facilities, lighting and safety. Idowu (2024) opined that physical work environment includes land, air, water, plants and animals, buildings and other infrastructure, and all of the natural resources that provide the basic needs and opportunities for social and economic development of a teacher in the school. Continuing, Idowu argued that the physical aspects of a workplace environment have a direct impact on the teachers' productivity, performance, health and safety, comfort, concentration, job satisfaction, and morale. An improper and unfavourable workplace environment leads to work stress. It also causes errors being committed by the employees. Obi and Akudo (2022) disclosed that lighting, noise, colour and air quality positively impact on teachers' productivity. Concerns about accidents or injury are also likely to have some effect on the well-being of teachers. The well-being of teachers also have to do with their social work environment.

Teachers' social work environment deals with teachers relationships at job settings. It includes communication styles, relationship between superiors and subordinates. It also includes relationship among coworkers, the readiness of others to assist and team work. It also refers to the immediate physical and social setting in which people live or in which something happens or develops. Onwumbiko (2024) opted that social work environment includes communication styles, relationship between superiors and subordinates. It also includes relationship among coworkers, the readiness of others to assist and team work. To achieve a progressive work environment, personal respect for personnel at every level of an establishment is vital in operations. In the words of Agah and Yakubu (2024), providing an optimum workspace for employees boosts school's ability to attract and keep top-quality personnel, strengthens interpersonal work relationships, and enhances teachers' job commitment.

The ideal situation of desirable work environment is equal treatment of staff with regard to distribution of reward, resources and involvement in decision-making to create favourable work atmosphere for improving their job commitment. As noted by Adinna (2025), teachers irrespective of age and experience require to be fairly treated by the school authorities to create conducive atmosphere which induce them to exhibit desirable work attitude in secondary schools. However, the perpetual habit of work lateness, incomplete coverage of syllabus, redundancy at work and absenteeism among secondary school teachers in Anambra State has become so worrisome. One may ask why teachers' exhibit poor commitment to their duties in the State. The answer to the question may not be farfetched from unfair treatment at. It seems that there are unjust distribution of responsibilities, workload and rewards in secondary schools in Anambra State. The principals appear to sometimes assign tasks that are not within the job description of teachers and without commensurate rewards for successfully execution of the job. Some principals seem to make use of abusive words when interacting with teachers portraying unfavourable work environment in



public secondary schools in the State. In the light of the above that the research deemed it necessary to investigate work environment as predictors of teachers' job commitment in public secondary schools in Anambra State.

Purpose of the Study

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

1. determine the predictive value of physical work environment on teachers' job commitment in public secondary schools in Anambra State.
2. ascertain the predictive value of social work environment 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 physical work environment on teachers' job commitment in public secondary schools in Anambra State?
2. What is the predictive value of social work environment 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. Physical work environment is not a significant predictor of teachers' job commitment in public secondary schools in Anambra State.
2. Social work environment is not a significant predictor of teachers' job commitment 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 adopted 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 'Work Environment Questionnaire (WEQ) and Teachers' Job Commitment Questionnaire (TJCQ).' 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 SSPS 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 0.83 for WEQ and 0.86 for TJCQ. 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, 783 copies representing 96% of the instrument were correctly completed and returned. Simple linear regression statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

Result

Research Question One: What is the predictive value of physical 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 Physical Work Environment on Teachers’ Job Commitment in Public Secondary Schools in Anambra State

	Unstandardized	Std. Dev.	Standardized
	β	β	β
Constant	30.476	5.745	
physical work environment	0.681	0.408	0.624
R	0.624		
R ²	0.547		
Adj. R ²	0.518		

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 30.476. This means that if all the variables are held constant or fixed (zero) at the expense of physical work environment, teachers’ job commitment will be valued at 30%. The analysis revealed that physical work environment positively predicts teachers’ job commitment in public secondary schools in Anambra State as shown by the regression coefficient value of ‘r’ at 0.624. However, the standardized beta is also values at $\beta = 0.624$ which revealed that physical work environment is a positive predictor of teachers’ job commitment in public secondary schools in Anambra State. This implies that improvement in physical work environment leads to 0.624(62%) improvements in teachers’ job commitment in public secondary schools in Anambra State. The coefficient of determination (R²) value of 0.547 indicated that the explanatory power of the variable was moderate. This implies that



55% of the variations in teachers' job commitment in public secondary schools in Anambra State were accounted for by the variations in physical work environment. The adjusted R² supported the claim of the R² with a value of 0.623 indicating that 62% of the total variation in teachers' job commitment was explained by physical work environment. Thus, adjusted R² supports the statement that the explanatory power of teachers' job commitment moderately depends on physical work environment in public secondary schools in Anambra State.

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

Table 2: Summary of Simple Regression Analysis on the Predictive Value of Social Work Environment on Teachers' Job Commitment in Public Secondary Schools in Anambra State

	Unstandardized	Std. Dev.	Standardized
	β	β	β
Constant	28.348	5.875	
social work environment	0.576	0.532	0.546
R	0.546		
R ²	0.504		
Adj. R ²	0.472		

The summary of the simple regression analysis as shown in Table 2 indicated that the regression line has a positive intercept as presented by the constant value of 28.348. This means that if all the variables are held constant or fixed (zero) at the expense of social work environment, teachers' job commitment will be valued at 28%. The analysis showed that social work environment positively predicts teachers' job commitment in public secondary schools in Anambra State as shown by the regression coefficient value of 'r' at 0.546. Furthermore, the standardized beta is also values at $\beta = 0.546$ which revealed that social work environment is a positive predictor of teachers' job commitment in public secondary schools in Anambra State. This implies that increase in social work environment leads to 0.546(55%) increases in teachers' job commitment in public secondary schools in Anambra State. The coefficient of determination (R²) value of 0.504 indicated that the explanatory power of the variable was moderate. This implies that 50% of the variations in teachers' job commitment in public secondary schools in Anambra State were accounted for by the variations in social work environment. The adjusted R² supported the claim of the R² with a value of 0.472 indicating that 47% of the total variation in teachers' job commitment was explained by social work environment. Thus, adjusted R² supports the statement that the explanatory power of teachers' job commitment moderately depends on social work environment in public secondary schools in Anambra State.



Test of Hypotheses

Hypothesis One

H₀₁: Physical work environment is not a significant predictor of teachers' job commitment in public secondary schools in Anambra State.

Table 3: Test of Significance on the Simple Regression Analysis on Significant Predication of Physical Work Environment on Teachers' Job Commitment in Public Secondary Schools in Anambra State

	Unstandardize d β	Std. Dev. β	Standardize d β	t- value	p- value
Constant	30.476	5.745		25.841	0.000
physical work environment	0.681	0.408	0.624	21.683	0.000
R	0.624				
R ²	0.547				
Adj. R ²	0.518				
F	38.125				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 0.624 while the R² is 0.547 and Adjust R² is 0.518. The F-ratio associated with regression is 38.125, the t-test is 21.683 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 physical work environment is not a significant predictor of teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that physical work environment is a significant predictor of teachers' job commitment in public secondary schools in Anambra State.

Hypothesis Two

H₀₂: Social work environment is not a significant predictor of teachers' job commitment in public secondary schools in Anambra State.



Table 4: Test of Significance on the Simple Regression Analysis on Significant Predication of Social Work Environment on Teachers' Job Commitment in Public Secondary Schools in Anambra State

	Unstandardize d β	Std. Dev. β	Standardize d β	t- value	p- value
Constant	28.348	5.875		24.512	0.000
social work environment	0.576	0.532	0.546	20.486	0.000
R	0.546				
R ²	0.504				
Adj. R ²	0.472				
F	34.387				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 0.546 while the R² is 0.504 and Adjust R² is 0.472. The F-ratio associated with regression is 34.387, the t-test is 20.486 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 social work environment is not a significant predictor of teachers' job commitment in public secondary schools in Anambra State and accepted the alternative hypothesis that social work environment is a significant predictor of teachers' job commitment in public secondary schools in Anambra State.

Discussion of Findings

Findings on the predictive value of physical work environment on teachers' job commitment in public secondary schools in Anambra State revealed that physical work environment exhibit a positive predictive value of 0.624 on teachers' job commitment in public secondary schools in Anambra State. This means that a unit improvement in physical work environment will also bring about 62% improvements in teachers' job commitment and vice versa in public secondary schools in Anambra State. Thus, the positive prediction of physical work environment on teachers' job commitment means that improvement on teachers' job commitment depends on conducive physical work environment prevailing in public secondary schools in Anambra State. The study also revealed that physical work environment is a significant predictor of teachers' job commitment in public secondary schools in Anambra State. The findings of the study is in consonance with the findings of Okeleke (2023) 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 Idowu (2024) 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 Okaforcha and Nwafor (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. Adinna 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. Nweke (2025) findings 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 social work environment on teachers' job commitment in public secondary schools in Anambra State revealed that social work environment has a positive predictive value of 0.546(55%) on teachers' job commitment in public secondary schools in Anambra State. This implies that improvement in social work environment will also bring about 55% improvements in teachers' job commitment in public secondary schools in Anambra State. The study also revealed that social work environment is a significant predictor of teachers' job commitment in public secondary schools in Anambra State. Thus, the positive and significant prediction of social work environment on teachers' job commitment means that improvement on teachers' job commitment depends on the prevailing social work environment in public secondary schools in Anambra State. The findings of the study is in agreement with the findings of Obi and Akudo (2022) that teachers are committed to their due to the recognition they receive from the school administration which motivate their morale. In the findings of Onwumbiko (2024), social work environment positively related to teachers' job performance in schools as their school administrator clearly defines the school policies and positively cooperate with staff in achieving school goals. Okafor et al. (2025) findings affirmed that school administrator listens to teachers' suggestions making the school environment favourable and conducive for teachers to be perform at their pace. Similarly, the findings of Okaforcha et al. (2025) established that there is cordial relationship between principal and teachers leading to significance impact on teachers' job commitment in the schools. The similarities found in these studies are as a result of the fact that social work environments are highly varied, fast-paced and often emotionally demanding, ranging from school-based task to home visits to colleagues. They require strong, supportive cultures, offering confidential supervision, safety measures and opportunities for, often, challenging work. Key elements include managing complex systems, building resilience and fostering a learning culture over blame.



Conclusion

The effective job commitment of teachers depends on the prevailing work environment in the school. Therefore, good work environment are important and essential factors to be considered in order to improve not only teachers' job commitment but also students' academic performance in secondary schools. Hence, the study concluded that work environment are positive and significant predictors of teachers' job commitment in public secondary schools in Anambra State.

Recommendations

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

1. Post Primary Schools Service Commission should focus on providing and maintaining good physical work environment in their schools so as to boost teachers' commitment, wellbeing and overall performance in public secondary schools in Anambra State.
2. School principals should strive to improve the social work environment by putting a better and active policy in public secondary schools and formulate strategies that can sustain and continue to improve the commitment of teachers for quality secondary education in Anambra State.

REFERENCES

- Adinna, P. I. (2025). Principals' assessment of teachers' classroom management effectiveness in secondary schools in Delta State. *Unizik Journal of Educational Research, Science and Vocational Studies (UJERSVOCS)*, 2(1), 93-108.
- Adinna, P. I., & Okafor, P. (2023). Evaluation of professional ethics of teaching for teachers' effectiveness in public secondary schools in Anambra State. *Journal of Educational Research*, 8(1), 304-317.
- <https://www.cooujer.com/index.php/COOUJER/article/view/111/143>.
- Adinna, P. I., Obi, Z., & Okoli, C. R. (2024). Work conditions as correlates of teachers job commitment in public secondary schools in Anambra State. *International Journal of Education and National Development*, 4(7), 35-46.
- <https://doi.org/10.5281/zenodo.13236345>.
- Agah, P. M., & Yakubu, N. (2024). Impact of conditions of service on teachers' job performance in senior secondary school in Gombi Education Zone, Adamawa State, Nigeria.



International Journal of Research and Innovation in Social Science (IJRISS), VIII(II), 2236-2246. <https://dx.doi.org/10.47772/IJRISS.2024.802159>.

Idowu, F. A. (2024). Work environment and teachers' job performance in public primary schools in Ondo State Nigeria. *International Journal of Education, Teaching, and Social Science*, 3(1), 68-81.

https://www.academia.edu/99975298/Work_Environment_and_Teachers_Job_Performance_in_Public_Primary_Schools_in_Ondo_State_Nigeria.

Mmor, C. O., & Adinna, P. I. (2025). Principals' leadership styles as correlates of teachers' task performance in public secondary schools in Anambra State. *Chukwuemeka Odumegwu Ojukwu University Journal of Arts and Social Science Education (COOUJOASSE)*, 4(1), 110-121. <https://cooujoasse.org/index.php/cooujoasse/article/view/29/41>.

Nweke, V. E. (2025). Physical work environment as correlate of teachers' job engagement in public secondary schools in Anambra State. *Journal of Educational Research and Development*, 8(1), 111-115.

<https://www.educationalresearchdevelopmentjournal.com/index.php/JERD/article/view/159/159>.

Obi, Z., Okaforcha, C. C., & Nwankwo, N. C. (2025). Work ethics as predictors of teachers' task performance in secondary schools in Anambra State. *Nnadiabube Journal of Education in Africa*, 10(2), 69-76. <https://acjol.org/index.php/njea/article/view/6606/6392>.

Ohamobi, I. N., Okaforcha, C. C., & Okpara, U. G. (2025). Principals' competences as correlates of teachers' job commitment in public secondary schools in Anambra State, Nigeria. *Nnadiabube Journal of Education in Africa*, 10(2), 101-111.

<https://acjol.org/index.php/njea/article/view/6618/6406>.

Okafor, P. C., Nnebedum, C., & Nwanne, E. I. (2025). Work environment as a predictor of teachers' job engagement of public secondary schools in Anambra State. *International Journal of Management and Organizational Research*, 04(03), 109-114. https://www.themanagementjournal.com/uploads/archives/20250531155038_MOR-2025-3-030.1.pdf.

Okaforcha, C. C., Ohamobi, I. N., & Elodi, O. (2024). Principals' management practices as correlates of teachers' job commitment in public secondary schools in Anambra State. *International Journal of Innovative Social & Science Education Research*, 12(4), 217-225. <https://www.seahipublications.org/wp-content/uploads/2024/10/IJISSER-D-24-2024.pdf>.

Okaforcha, C. C., Ohamobi, I. N., & Okpara, U. G. (2025). Principals' competences as correlates of teachers' job commitment in public secondary schools in Anambra State, Nigeria. *Nnadiabube Journal of Education in Africa*, 10(2), 101-111.



<https://acjcol.org/index.php/njea/article/view/6618/6406>.

Okaforcha, C. C., & Nnaji, E. C. (2024). Correlation between organizational culture and teachers' job commitment in public secondary schools in Anambra State, Nigeria. *International Journal of Innovative Social & Science Education Research*, 12(4), 91-98. <https://doi.org/10.5281/zenodo.14056908>.

Okaforcha, C. C., & Nwafor, O. (2024). Teachers' quality and work environment as determinants of secondary school students' academic achievement in public secondary schools in Anambra State. *Int'l Journal of Education Research and Scientific Development*, 5(5), 113–134. <https://doi.org/10.59795/ijersd.v5i5.153>.

Okoli, C. R., Okaforcha, C. C., & Adinna, I. P. (2024a). Workload and remunerations as correlates of teachers' job commitment in public secondary schools in Anambra State. *International Journal of Advanced Academic Research*, 10(7), 52-61.

<https://doi.org/10.5281/zenodo.13235169>.

Okoli, C. R., Zita, C. O., & Adinna, I. P. (2024b). Work conditions as correlates of teachers job commitment in public secondary schools in Anambra State. *Journal of Education and National Development*, 4(7), 35-46. <https://doi.org/10.5281/zenodo.13236345>.

Okoye, H. C., Okoye, L. U., Okoh, J. I., Ezeji, F. N., Omankhanlen, A. E., & Onor, K. C. (2022). Environmental factors affecting teachers' job performance in public senior secondary schools in Anambra State, Nigeria. *Journal of Science Technology and Education* 9(1), 270-285. <https://doi.org/10.4172/2329-6879.1000261>.

Obi, E., & Akudo, F. U. (2022). Work environment as predictor of teachers' job performance in public secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 4(2), 127-135.

<file:///C:/Users/pc/Downloads/91-Article%20Text-223-1-10-20220224.pdf>.

Onwumbiko, N. A. (2024). Social work environment as correlate of teachers' job commitment in public secondary schools in Anambra State. *International Journal of Education Research and Scientific Development*, 5(5), 1-9.

<https://ijresd.org/index.php/IJRESD/article/view/137/87>.

Okeleke, M. C. (2023). Conditions of service and teachers' job performance in public secondary schools in Rivers State. *International Journal of Economics, Environmental Development and Society*, 4(2), 160-177. [https://www.ijeeds.com.ng/assets/vol.%2C-4\(2\)-monica-chinenye-okeleke.pdf](https://www.ijeeds.com.ng/assets/vol.%2C-4(2)-monica-chinenye-okeleke.pdf).