



## WORK ENVIRONMENT AS CORRELATE OF TEACHERS' EFFECTIVENESS IN SECONDARY SCHOOLS IN ANAMBRA STATE

By

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### Abstract

The study examined work environment as correlate of teachers' effectiveness in public secondary schools in Anambra state. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study comprised 6598 teachers in the 267 public secondary schools in Anambra State. The sample of this study consisted of 660 teachers in the 267 public secondary schools. The sample techniques adopted were stratified and simple random sampling techniques. The instruments for data collection were two questionnaires constructed by the researcher titled Work Environment Questionnaire (WEQ) and Teachers' Effectiveness Questionnaire (TEQ). The instruments were subjected to face and construct validation. The reliability coefficients of the instruments were established using Cronbach alpha reliability estimate. The average reliability index of 0.89 for work environment and .0.77 for teachers' effectiveness showed a value which indicated a positive and high reliability. 605 copies of the questionnaires were administered. The data collected were analyzed using Pearson product moment correlation coefficient. The following findings were made; that high positive and significant relationship for psychological work environment ( $r=0.65$ ,  $P \leq .000$ ), and a high positive and significant relationship for social work environment ( $r=0.75$ ,  $P \leq .000$ ), and teachers' effectiveness in Public Secondary Schools. The study recommended that government should provide adequate school facilities which increases teachers' effectiveness.

**Keywords:** *Work Environment, Teacher Effectiveness, Psychological Work Environment, Social Work Environment*



## Introduction

Teachers are one of the primary instruments for the transmission of knowledge in schools. They play a critical role in shaping students' academic achievement, personal development, and overall success. Teachers are responsible for designing and delivering instructional content, managing classrooms effectively, assessing student performance, and fostering a positive learning atmosphere. Beyond academics, teachers also serve as mentors, role models, and guides in students' social and moral development. As a result of these responsibilities, teachers' effectiveness has become paramount because it directly influences students' learning outcomes, engagement, and motivation.

According to Ezeaku and Ifeanyi (2024) (2020), teachers' effectiveness is the ability of educators to deliver quality instruction that enhances students' comprehension, critical thinking, and academic achievement. Teachers' effectiveness is measured by their instructional strategies, classroom management skills, communication abilities, and professional commitment. Likewise, Ezeaku, et. al., (2024) stated that teachers' effectiveness described the capacity of teachers to engage students actively, provide meaningful learning experiences, and maintain discipline in the classroom. It also includes teachers' ability to adapt to

students' diverse learning needs, use innovative teaching methods, and demonstrate subject mastery.

As a result of the importance of teachers' effectiveness, such as improved student performance, classroom discipline, and instructional efficiency, the work environment has become crucial in shaping teachers' ability to perform effectively. Zebene (2024) stated that work environment as entirely the work surroundings which comprises the totality of forces, actions and other influential factors that are currently and, or potentially contending with the employee's activities and performance. Similarly, Onunwor (2025) defined work environment is the place of interrelationship that exists within the employees and the environment in which the employees work. Comfortable environmental conditions can encourage good work habits for teachers. Comfort and feasibility of the work environment is able to foster a positive mental and health performance. The work environment is more focused on the physical conditions of the workplace because with no interference in the working environment, the teacher will be able to work well. As a result, it can be said that the work environment is everything that is around the teacher that can be seen and felt and then gives both negative and positive results in the place of work. The availability of facilities and services can also encourage



teachers to contribute maximally and develop creatively and innovatively.

On the other hand, people are very happy to have a job, but many of them no longer feel that their workplace is a second home, although much of their time is spent in the office. This often leads them to feel forced to accommodate with the uncomfortable environment. An employee's workplace environment is a key determinant of the quality of the work and their level of productivity. How well the workplace engages an employee impacts their desire to learn skills and their level of motivation to perform. In a world of increasingly global competition among companies and even among countries; the good performance of human resources is needed. Achiri (2024) have shown that the main goal of work for someone is not only to get the salary, but to reach self-satisfaction. In view of this, the type of work environment that have supported teachers' effectiveness are psychological work environment and social work environment.

The psychological work environment can be considered particularly as those elements of the workplace which are pertinent to workers' conduct. By behaviour, the three related types of psychological phenomena are considered: affect (example, emotions, mood, psychological symptoms, affective disorders); cognitions (example, attitudes, perception, decision-making); and behaviours

(example, effectiveness, absence, motivation). The psychological work environment is therefore the set of those characteristics of work environment that affect how the worker feels. A positive psychological work environment enhances employees' mental well-being, job satisfaction, and overall performance (Akudo, 2024). It reduces stress, increases motivation, and fosters commitment to organizational goals. When employees feel valued and supported, they become more engaged and productive (Onyekwelu & Nnabugwu, 2024). A psychologically healthy workplace also minimizes burnout, improves decision-making, and enhances interpersonal relationships, leading to greater efficiency and job retention.

In public secondary schools, a positive psychological work environment significantly influences teachers' effectiveness in public secondary schools by fostering motivation, reducing stress, and enhancing job satisfaction. When teachers work in an environment that promotes emotional well-being, they become more committed, innovative, and engaged in delivering quality instruction (Okaforcha & Nwafor, 2024). Supportive leadership, manageable workloads, and collegial relationships create a psychologically healthy atmosphere that improves teachers' morale and performance (Febriana & Mujib, 2024). Conversely, a toxic environment leads to burnout and decreased effectiveness. Therefore, ensuring a



supportive psychological work environment enhances teaching quality and student outcomes. Although, this type of work is different from other types of work environment such as the social work environment.

The social work environment deals with relationships at job setting. It includes communication styles, relationship between teaching staff and students, relationship among fellow teaching staff and also with heads of department in order to work together as a team in schools. As Agbozo et.al (2024) stated, social work environment includes communication styles, relationship between superiors and subordinates. A social work environment is essential for employees' job satisfaction, productivity, and overall well-being. It fosters teamwork, reduces stress, and enhances motivation, leading to improved performance. It provides supportive workplace relationships that promotes collaboration and effective communication, creating a sense of belonging (Ezemenahi, et. al., 2024). Additionally, this social environment encourages professional growth and reduces workplace conflicts, ultimately boosting organizational success.

In public secondary schools, as stated by Anyaeji, et. al., (2024) a positive social work environment enhances teachers' effectiveness in public secondary schools by

fostering collaboration, communication, and job satisfaction. When teachers experience supportive relationships with colleagues, students, and administrators, they become more motivated and engaged in their duties. A healthy social environment promotes teamwork, reduces workplace stress, and enhances knowledge sharing, leading to improved instructional delivery. Conversely, Imoisili (2024) emphasized that a toxic social environment discourages teachers, affecting their morale and performance. Therefore, a conducive social work environment is essential for improving teachers' effectiveness and overall educational outcomes.

Based on the discussions above, work environment affects teacher effectiveness because teachers who are highly motivated in terms of conducive work environment contribute their time and energy to pursuit school goals and are increasingly acknowledged being the primary asset available to the school. They provide the intellectual capital for many schools, and become their most critical asset. Furthermore, teachers who share commitment to the school and their collective wellbeing are more suitable to generate the social capital that facilitates school learning. Therefore, un-conducive work environment creates a feeling of not being fulfilled and may affect their input in the organization (Ndu, 2024). A positive



work environment encourages teachers to feel enthusiastic about coming to work, providing the motivation needed to sustain and enhance their effectiveness. Conversely, an unfulfilling and unsatisfying work environment can lead to boredom, reduced efficiency, frustration, fatigue, and dependency, which ultimately diminish teachers' effectiveness.

Conversely, teachers' effectiveness flourishes in a calm, well-structured work setting, yet many public schools in underserved areas in Nigeria particularly in Anambra State lack the resources needed to support teachers in implementing practical effective working environment. This is revealed in high turnover situation of high teacher turnover which has become a trend due to the challenges these teachers face as stated earlier. For instance, Obianeri (2023) reported that a significant issue of public secondary schools in Anambra State is the shortage of qualified educators; the National Youth Service Corps reported that 63% of teachers in the state are corps members, indicating a reliance on temporary staff.

Based on the shortage of teachers, the government of Anambra State recruited more teachers, emphasizing the state's commitment to quality education (Eleke, 2024). Despite these efforts of making sure that many teachers are employed, many schools still suffer from inadequate

infrastructure and resources, with some lacking basic facilities and teaching materials (Vanguard Newspaper, 2024). Sadly, insecurity in the state further exacerbates these challenges, disrupting academic activities and affecting teacher morale (Obianeri, 2023). These factors collectively hinder the delivery of quality education in the state. It is against this background that the researcher sought to empirically establish the relationship between work environment and teachers' effectiveness in public secondary schools in Anambra.

### **Statement of the Problem**

Teachers' effectiveness thrives in a well-structured and supportive work environment, yet many public secondary schools in Anambra State lack the necessary resources to facilitate this. High teacher turnover has become a persistent issue due to numerous challenges such as inadequate infrastructure, limited teaching materials, and insufficient support systems. Many schools rely heavily on temporary staff, with a significant proportion of teachers being corps members, further weakening instructional quality. Although the government has made efforts to recruit more teachers, the shortage persists, leaving many classrooms understaffed. Additionally, insecurity within the state has disrupted academic activities, lowering teacher morale





and effectiveness. The combined effects of these challenges hinder the delivery of quality education, making it essential to examine how classroom management practices and the work environment influence teachers' effectiveness. This study, thus, seeks to empirically establish the relationship between work environment and teachers' effectiveness in public secondary schools in Anambra.

### Research Questions

The following research question guided the study.

3. What is the extent of relationship between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State?
4. What is the extent of relationship between social work environment and teachers' effectiveness in public secondary schools in Anambra State?

### Hypotheses

The following null hypotheses were tested at 0.05 level of significance

H<sub>1</sub>: There is no significant relationship between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State

H<sub>2</sub>: There is no significant relationship between social work environment and teachers' effectiveness in public secondary schools in Anambra State

### Methods

The study adopted a correlational research design. The population of the study comprised 7248 teachers in the 267 public secondary schools in Anambra State. The sample size was 725 teachers as respondents in public secondary schools in Anambra State. The sample comprised of 10% of 7248 teachers which is considered adequate for the study. Two structured instruments by the researcher titled Work Environment Questionnaire (WEQ) and Teachers' Effectiveness Questionnaire (TEQ) were used for data collection. The Work Environment Questionnaire (WEQ) had two sections; Section A and B, Section A contained the demographic information of the respondents. Section B had two clusters: A and B. Cluster A contained information for psychological work environment and Cluster B contained information for social work environment. The instruments were made up of 30 items eliciting information from the respondents on work environment of psychological work environment and social work environment and was structured using 4- point rating scale weighed as follows: Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree



(SD) – 1. The instruments were validated by two research experts. The internal consistency of the instrument was ascertained through the conduction of a trial test using a sample of 20 teachers in public secondary schools in Enugu State. Data collected was analysed using Cronbach Alpha reliability estimate. For the work environment, psychological work environment yielded reliability coefficient values of 0.89 and social work environment 0.88. The work environment yielded an average reliability index of 0.89, and .0.77 for teachers' effectiveness. Direct delivery was used for the administration and retrieval of the copies of the instrument. There was a return visit to collect from those respondents who were not disposed to fill the questionnaire on the spot. 605(83.45%) out of 725 copies of questionnaire were administered by the researcher and her five

briefed research assistants. The researcher carried out a scrutiny of the retrieved copies of questionnaire and 11(1.52%) copies were invalid. Thus, 513(70.76%) copies of questionnaire were completely filled and were used for data analysis. The data collected were analyzed using Pearson Product Moment Correlation Coefficient for the research questions and test of hypotheses at 0.05 level of significance. In making decision, Nworgu's (2015) guidelines was used to describe the magnitude and direction of correlation between the variables: Coefficient (r) of +/- .00 to .19 =Very Weak Relationship; Coefficient (r) of +/- .20 to .39 = Strong Relationship; Coefficient (r) of +/- .40 to .59 = Moderate Relationship; Coefficient (r) of +/- .60 to .79 =High Relationship; and Coefficient (r) of +/- .80 and above = Very Strong Relationship.



## RESULTS

**Research Question 1:** What is the extent of relationship between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State?

**Table 1:** Summary of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State.

		Psychological Work Environment	Teachers' Effectiveness	
Psychological Environment	Pearson Correlation	1	0.62**	
	Sig. (2-tailed)		0.00	
	N	513	513	a high positive relationship
Teachers' Effectiveness	Pearson Correlation	0.62**	1	
	Sig. (2-tailed)		0.00	
	N	513	513	

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 1 above showed a high positive relationship between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State, with 'r'=0.62\*\* and N=513. Thus, the study concluded that there is a high positive relationship existing between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State, Nigeria.





**Research Question 2:** What is the extent of relationship between social work environment and teachers' effectiveness in public secondary schools in Anambra State?

**Table 2:** Summary of Pearson Product Moment Correlation Coefficient analysis on the extent of relationship between social work environment and teachers' effectiveness in public secondary schools in Anambra State.

		Social Work Environment	Teachers' Effectiveness	
Social Work Environment	Pearson Correlation	1	0.77**	
	Sig. (2-tailed)		0.02	
	N	513	513	a high positive relationship
Teachers' Effectiveness	Pearson Correlation	0.77**	1	
	Sig. (2-tailed)	0.02		
	N	513	513	

\*\* . Correlation is significant at the 0.05level (2-tailed).

The summary result of Pearson Product-Moment Correlation Coefficient from the Table 2 above showed a high positive relationship between social work environment and teachers' effectiveness in public secondary schools in Anambra State, with 'r' =0.75\*\* and N =310. Thus, the study concluded that there is a high positive relationship existing between social work environment and teachers' effectiveness in public secondary schools in Anambra State, Nigeria.

**Hypothesis One:** There is no significant relationship between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State



**Table 3:** Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State.

		Psychological Work Environment	Teachers' Effectiveness	Decision
Psychological Environment	Pearson Correlation	1	0.62**	
	Sig. (2-tailed)		0.00	
	N	513	513	Significant
Teachers' Effectiveness	Pearson Correlation	0.62**	1	
	Sig. (2-tailed)		0.00	
	N	513	513	

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 3 above showed a significant relationship between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State. with  $r = 0.62^{**}$   $n = 513$  and  $p\text{-value} = 0.00$ . Since  $p\text{-value} (0.00)$  is less than  $0.05$ , the study rejects the null hypothesis and do not reject the alternative hypothesis. Thus, there is a significant relationship between psychological work environment and teachers' effectiveness in public secondary schools in Anambra State.

**Hypothesis Two:** There is no significant relationship between social work environment and teachers' effectiveness in public secondary schools in Anambra State



**Table 4:** Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between social work environment and teachers' effectiveness in public secondary schools in Anambra State.

		Social Work Environment	Teachers' Effectiveness	Decision
Social Work Environment	Pearson Correlation	1	0.77**	
	Sig. (2-tailed)		0.02	
	N	513	513	Significance
Teachers' Effectiveness	Pearson Correlation	0.77**	1	
	Sig. (2-tailed)	0.02		
	N	513	513	

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 4 above showed a significant relationship between social work environment and teachers' effectiveness in public secondary schools in Anambra State with  $r = 0.77^{**}$  and  $n=513$  and  $p\text{-value} = 0.02$ . Since  $p\text{-value} (0.02)$  is less than  $0.05$ , the study rejects the null hypothesis and do not reject the alternative hypothesis. Thus, there is a significant relationship between social work environment and teachers' effectiveness in public secondary schools in Anambra State.

### Discussion of Findings

The findings from the study showed a high positive and significant relationship between psychological work environment and a teachers' effectiveness in Public

Secondary Schools in Anambra State. Uwannah, et.al (2020) also showed that there is a significant combined influence of work environment and school type on job performance of secondary school teachers, significant relative influences of work



environment and school type on job performance of secondary school teachers and a significant gender differences in the influences of work environment and school type on job performance of secondary school teachers. Ogunyemi, et. al (2016) whose findings revealed among others that the two predictor variables (work environment and organizational culture) combined and individually, predicted the criterion variable (job performance). Thus, there is organized daily working hours in the school and that there is low level of time pressure on work. The study further showed that the feeling of safety and satisfaction of workers result to better job performance. Kadium and Abdul-Wahid (2014) findings depict that the psychological work environment is manifested as greatly psychological problem creating low productivity of workers (43%); moderately psychological problem creating environment (49.4%) and problem free environment. The vast majority of the workers have unfortunately experienced moderate (60.2%) and low (38.8%) levels of productivity as a result of the influence of its indicators. These results showed that when teachers felt safe in the work place they have organization of daily working hours in the school ,feel that there is low levels of time pressure on work , feel accepted about the nature of their work ,feel satisfied which makes them to have a good adjustment and feel comfort in work hours investment. The

Psychological work environment played a vital role in motivating teachers' effectiveness to perform their assigned work.

The findings showed a high positive and significant relationship between social work environment and teachers' effectiveness in Public Secondary Schools in Anambra State. The study is in disagreement to the study of Odebode (2019) whose study findings showed that the influence of social factors on job performance of female teachers in Ilorin metropolis is negative. The study is also in disagreement to the study of Tabancali (2019) whose findings showed that there was significant and negative correlation between dimensions of loneliness at work and job satisfaction of teachers. The results of regression analysis indicated that emotional deprivation and social companionship together had a significant relationship with the intrinsic satisfaction; and the social companionship was the significant predictor of intrinsic satisfaction. Besides, it is found that emotional deprivation and social companionship together had a significant relationship with the extrinsic satisfaction and only the social companionship was the significant predictor of extrinsic satisfaction.

### Conclusion

The study established a significant relationship between the work environment



and teachers' effectiveness in public secondary schools in Anambra State. A positive psychological work environment enhances motivation, reduces stress, and improves teachers' instructional performance. Similarly, a conducive social work environment fosters collaboration, teamwork, and job satisfaction, which contribute to better teaching outcomes. There is need for improved school environments to enhance teachers' productivity and commitment.

### Recommendations

The following recommendations were made from the findings of this study

1. The government and school administrators should create a supportive and stress-free work environment by providing counseling services, mental health support, and regular professional development programs to enhance teachers' motivation and effectiveness.
2. Schools should encourage teamwork and collaboration among teachers by organizing workshops, mentorship programs, and team-building activities to foster a sense of belonging and improve job satisfaction.

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