
**INSTITUTIONAL SUPPORT AS PREDICTOR OF TEACHERS' JOB ENGAGEMENT
IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE**

Rev. Dr. Nathaniel C. Umeh¹,

Department of Educational Management and Policy, Faculty of Education
Nnamdi Azikiwe University, Awka

Dr Lydia Ogbeyialu Nwakanma²

Department of Educational Management and Policy, Faculty of Education
Nnamdi Azikiwe University, Awka

lo.nwakanma@unizik.edu.ng

&

Dr Agbapuluonwu Georginia Nwabuno³

Department of Educational Management, Faculty of Education
Coal city University Enugu

agbapuluonwugeorginia@gmail.com

Abstract

The study examined teachers' institutional support as a predictor of teachers' job engagement 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 7,248 teachers in 268 public secondary schools in six Education Zones in Anambra State. The sample comprised 507 teachers (7%) drawn from the population of the study. Proportionate stratified and simple random sampling techniques were used for the study. The instruments for data collection were researcher-structured questionnaires titled: Institutional Support Questionnaire (ISQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were validated by three experts in the Department of Educational Foundations, Nnamdi Azikiwe University, Awka. The reliability of the instruments were determined using Cronbach Alpha Coefficient method and the average coefficient for ISQ is 0.75 and 0.80 for TJCQ were obtained and were considered reliable and suitable for the study. Simple regression analysis were used for data analysis. The study revealed that conducive work

environment ($r = 0.682$; $P < 0.000$), professional development opportunities ($r = 0.664$; $P < 0.000$) positively and significantly predicted teachers' job engagement in public secondary schools in Anambra State. The study concluded that institutional support is a predictor of teachers' job engagement in public secondary schools in Anambra State. Based on the findings, the study recommended that government and relevant stakeholders should prioritize policies and interventions that strengthen supportive school organizational climates through regular monitoring, capacity building for school leaders and provision of resources that promote collaboration and teacher well-being.

Keywords: Institutional Support, *Teachers' Job Engagement*, *Work Environment*, *Professional Development Opportunities*

Introduction

The growth of education in every nation is largely dependent on the quality, commitment, and effectiveness of its teachers. Teachers are central figures in the teaching–learning process, serving not only as transmitters of knowledge but also as mentors, role models, and agents of social and national development. Their professional responsibilities extend beyond classroom instruction to influencing learners' values, skills and attitudes required for lifelong learning and productive citizenship. Consequently, teachers' job engagement is paramount to the achievement of educational goals, as highly engaged teachers demonstrate greater dedication, instructional effectiveness and willingness to contribute to school improvement and student success. Without sustained job engagement among teachers, efforts aimed at improving educational standards and outcomes are unlikely to yield meaningful results.

Teachers' job engagement reflects how dedicated and passionate teachers are about their work, which can significantly impact their effectiveness in the classroom and overall job satisfaction. Oyeh and Oluwuo (2018) defined teachers' job engagement as the degree of enthusiasm, commitment and emotional investment that teachers have in their teaching profession. The success or failure of any country's education system depends mainly on the level of teachers' job engagement. As indicated by Egboka and Alike (2019), dedicated teachers are important for any educational system. Teachers' job engagement can be influenced by multiple factors, including a supportive school environment, opportunities for professional growth, autonomy in the classroom, decision-making autonomy and proper recognition of their efforts. Since the success of education

is built on teachers, it is imperative that teachers' institutional support is strengthened to promote collaboration and improved learning outcomes.

Institutional support means the array of resources, policies and strategies provided by educational institutions to facilitate teacher effectiveness, satisfaction and professional growth. Ye et al. (2023) defined institutional support as the resources, policies, and practices provided by an institution to support the success of its members or stakeholders. This support is fundamental not just an add-on for enhancing educational quality and helping teachers navigate the complexities of modern educational environments. Akudo (2022) emphasized that institutional support covers financial grants, professional development programmes, mentoring, administrative assistance and access to necessary materials, all of which enable teachers to achieve their professional and personal goals. Falola et al. (2020) and Yang and Zhou (2022) explained that school organization can enhance teachers' effectiveness by providing institutional support through components such as knowledge and experience sharing, professional development opportunities, relevant skills training, funding opportunities, mentoring, administrative assistance and conducive work environment. This study, therefore, focused on conducive work environment and professional development opportunities as aspects of teachers' institutional support.

A conducive work environment forms a core aspect of institutional support that affects teachers' performance, motivation and engagement. It reflects the general atmosphere in which teaching and learning activities take place, including physical, social and psychological dimensions. Santoso and Oktafien (2024) stated that a conducive work environment is a supportive, safe and well-organized setting that enables teachers to perform their duties effectively and with satisfaction. In the school context, these include classroom conditions, workload, administrative support, peer collaboration and even the external community's influence on teaching practice. In the view of Mehmeti and Telaku (2020), the work environment is a broad construct that spans not just the immediate physical setting such as heat and equipment, but also job complexity, organizational culture and external conditions like work-home balance. In this way, the environment surrounding teachers including the availability of supportive leadership, collegial relationships, and opportunities for ongoing professional development influences their ability to remain committed and effective in their professional roles.

Professional development opportunities are continuous and intentional process by which teachers enhance their skills, knowledge and instructional practices to remain effective and relevant in the classroom. This form of development is a structured effort aimed at improving teacher

performance, staying updated with educational trends and expanding instructional capabilities. In the view of Oviawe et al. (2016), professional development can be facilitated through external expertise such as workshops, courses, and formal qualification programmes made possible through collaboration among educational stakeholders. Ezeani and Oladele (2017) emphasized that in today's dynamic educational environment, teacher development has become a strategic imperative. These opportunities may take the form of in-service training, seminars, conferences, peer mentoring and self-directed learning, all geared toward improving the quality of instruction and student outcomes.

Despite the acknowledged importance of professional development opportunities, concerns remain regarding the extent to which teachers are adequately engaged in their jobs, particularly within public secondary schools in Anambra State. Growing concerns have been raised about the level of teachers' job engagement, as some teachers appear less committed to instructional planning, classroom delivery, and continuous assessment of learners. This decline in engagement may manifest in reduced enthusiasm for teaching tasks, limited participation in school improvement activities and minimal effort toward professional growth, all of which can adversely affect the quality of instruction and students' academic performance. Consequently, some students are not performing at the expected level, as inadequate teacher engagement limits effective knowledge delivery, learner motivation and consistent academic support. Such patterns of disengagement suggest that teachers may not be receiving sufficient institutional support in the State, including adequate professional development opportunities and the provision of a conducive work environment. In response to these concerns, this study examined institutional support as a predictor of teachers' job engagement in public secondary schools in Anambra State.

Research Questions

The following research questions guided this study.

1. What is the predictive value of conducive work environment on teachers' job engagement in secondary schools in Anambra State?
2. What is the predictive value of professional development opportunities on teachers' job engagement in secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant predictive value of conducive work environment on teachers' job engagement in secondary schools in Anambra State.
2. There is no significant predictive value of professional development opportunities on teachers' job engagement in secondary schools in Anambra State.

Method

The study adopted correlational research design. The study was carried in Anambra State. The population of the study comprised 7,248 teachers in 268 public secondary schools in the six Education Zones in Anambra State (Planning, Research and Statistics Department, Anambra State Post Primary Schools Service Commission (PPSSC), Awka, 2025). The sample size comprised 507 teachers (7%) drawn from the population of the study. The instruments for data collection were Institutional Support Questionnaire (ISQ), and Teachers' Job Engagement Questionnaire (TJEQ). The instrument has two sections, A and B. Section 'A' 'Teachers' Institutional Support Questionnaire (TISQ),' has two Clusters 'A-B'. Cluster 'A' elicits information on conducive work environment with 10-item statements; while Cluster 'B' elicits information on professional development opportunities with 10-item statement. All the clusters were weighted on four point rating scale of Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The range of scores will be weighted as 4, 3, 2 and 1 respectively.

Section 'B' 'Teachers' Job Engagement Questionnaire (TJEQ)' was adopted from Schaufeli and Bakker (2004). The Teachers' Job Engagement Questionnaire (TJEQ) has 17-item statements that elicit information on teachers' job engagement. Each statement is followed by several columns marked as follows: Never (N), Almost Never (AN), Rarely (R), Sometimes (S), Often (O), Very Often (VO), and Always (A). The reliability of the instrument was ascertained through a pilot test on 20 teachers from public secondary schools in Enugu State. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient of 0.81 for TISQ; and TJEQ is 0.90. Out of 507 copies of the questionnaires administered, 483 of them were correctly completed and returned, representing a 95% response rate. Simple regression analysis was used to answer research questions 1 to 2 with hypotheses 1 to 2 at 0.05 level of significance.

Results

Research Question 1: What is the predictive value of conducive work environment on teachers' job engagement in secondary schools in Anambra State?

Table 1: Summary of Simple Regression Analysis with the Predictive Value of Conducive Work Environment on Teachers' Job Engagement in Public Secondary Schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β
Constant	30.318	6.265	
Conducive Work Environment	.758	.214	.682
R	.682		
R ²	.604		
Adj. R ²	.564		

The summary of the simple regression analysis as shown on table 1 indicated that conducive work environment is a high positive predictor of teachers' job engagement in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.682$). The coefficient of determination (R^2) of 0.604 showed that the explanatory power of the variable is moderately strong. This implies that 60% of the variations in teachers' job engagement in public secondary schools in Anambra State are being accounted for or explained by the variations in conducive work environment. The adjusted R^2 supports the claim of the R^2 with a value of 0.564 indicating that 56% of the total variation in the dependent variable (conducive work environment) is explained by the independent variable (conducive work environment). Thus, adjusted R^2 supports the statement that the explanatory power of conducive work environment is highly strong in determining teachers' job engagement in public secondary schools in Anambra State. Again, the standardized beta weight ($\beta = 0.682$) showed that conducive environment is a positive predictor of teachers' job engagement in public secondary schools in Anambra State. This is an indication that increase in conducive work environment leads to 0.682 (68%) increase in teachers' job engagement in public secondary schools in Anambra State.

Research Question 2: What is the predictive value of professional development opportunities on teachers’ job engagement in secondary schools in Anambra State?

Table 2: Summary of Simple Regression Analysis with the Predictive Value of Professional Development Opportunities on Teachers’ Job Engagement in Public Secondary Schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardized β
Constant	27.811	5.104	
Professional Development Opportunities	.735	.311	.664
R	.664		
R ²	.607		
Adj. R ²	.548		

The summary of the simple regression analysis as shown on table 2 indicated that professional development opportunity is a high positive predictor of teachers’ job engagement in public secondary schools in Anambra State as shown by the regression coefficient ($R = 0.664$). The coefficient of determination (R^2) of 0.607 showed that the explanatory power of the variable is moderately strong. This implies that 61% of the variations in teachers’ job engagement in public secondary schools in Anambra State are being accounted for or explained by the variations in professional development opportunity. The adjusted R^2 supports the claim of the R^2 with a value of .548 indicating that 55% of the total variation in the dependent variable (teachers’ job engagement) is explained by the independent variable (professional development opportunity). Thus, adjusted R^2 supports the statement that the explanatory power of professional development opportunity is highly strong in determining teachers’ job engagement in public secondary schools in Anambra State. Furthermore, the standardized beta weight ($\beta = 0.664$) showed that professional development opportunities is a positive predictor of teachers’ job engagement in public secondary schools in Anambra State. This is an indication that increase in professional development opportunities leads to .664 (66%) increase in teachers’ job engagement in public secondary schools in Anambra State.

Hypotheses 1: There is no significant predictive value of conducive work environment on teachers' job engagement in secondary schools in Anambra State.

Table 3: Test of Significance of Simple Regression Analysis with Conducive Work Environment as Predictor of Teachers' Job Engagement in Public Secondary Schools in Anambra State

	Unstandardize d β	Std. Dev. β	Standardize d β	t- value	p- value
Constant	30.318	6.265		19.512	.000
Conducive Work Environment	.758	.214	.682	24.486	.000
R	.682				
R ²	.604				
Adj. R ²	.564				
F	35.307				.000

The summary of the test of significance of simple regression analysis as shown on table 3 revealed that the simple regression coefficient (R) is 0.682 while the R² is 0.604 and Adjust R² is 0.564. The F-ratio associated with regression is 35.307, the t-test is 24.486 and the P-value = 0.000. Since p-value (0.000) is less than 0.05 level of significance which resulted in the decision to reject the null hypothesis at p (0.000) < 0.05. The result is further strengthened by the t-value where the result showed that t-calculated value of 24.486 is greater than the critical value of ± 1.96 at 0.05 level of significance. The study therefore rejected the null hypothesis that conducive work environment do not significantly predict teachers' job engagement in public secondary schools in Anambra State and accepted the alternative hypothesis that conducive work environment significantly predict teachers' job engagement in public secondary schools in Anambra State.

Hypotheses 1: There is no significant predictive value of professional development opportunities on teachers' job engagement in secondary schools in Anambra State

Table 4: Test of Significance of Simple Regression Analysis with Professional Development Opportunities on as Predictor of Teachers’ Job Engagement in Public Secondary Schools in Anambra State

	Unstandardized β	Std. Dev. β	Standardize d β	t- value	p- value
Constant	27.811	5.104		17.108	.000
Professional Development Opportunities	.735	.311	.664	23.672	.000
R	.664				
R ²	.607				
Adj. R ²	.548				
F	31.429				.000

The summary of the test of significance of simple regression analysis as shown on table 4 revealed that the simple regression coefficient (R) is 0.664 while the R² is 0.607 and Adjust R² is 0.548. The F-ratio associated with regression is 31.429, the t-test is 23.672 and the P-value = 0.000. Since p-value (.000) is less than 0.05 level of significance which resulted in the decision to reject the null hypothesis at $p(0.000) < 0.05$. The result is further strengthened by the t-value where the result showed that t-calculated value of 23.672 is greater than the critical value of ± 1.96 at 0.05 level of significance. The study therefore rejected the null hypothesis that professional development opportunities on do not significantly predict teachers’ job engagement in public secondary schools in Anambra State and accepted the alternative hypothesis that professional development opportunities significantly predict teachers’ job engagement in public secondary schools in Anambra State.

Discussion

Findings on the predictive value of conducive work environment on teachers' job engagement in public secondary schools in Anambra State revealed that conducive work environment positively predict teachers' job engagement in public secondary schools in Anambra State. The study also indicated that conducive work environment significantly predict teachers' job engagement in public secondary schools in Anambra State. The findings of the study are in line with the findings of Ofojebe and Ezugoh (2019), who revealed that supportive school environments promote teachers' motivation and engagement, while poor working conditions contribute to disengagement and reduced instructional effectiveness. Asiyai (2020) further revealed that a positive school organizational climate, characterized by effective communication, administrative support and adequate facilities, significantly enhances teachers' job engagement. Similarly, Bakker and Demerouti (2017) revealed that supportive work environments function as key job resources that significantly enhance employees' work engagement. A conducive work environment to a high extent enhances teachers' willingness to invest extra effort in lesson preparation, actively participate in school activities, collaborate with colleagues, and sustain enthusiasm for teaching despite work-related challenges. The similarities in these studies emphasize the significance of the school conducive work environment as a critical factor influencing teachers' job engagement and reinforce the view that improving both the physical and psychosocial conditions of schools is essential for sustaining teachers' active involvement in instructional delivery and overall school effectiveness.

Findings on the predictive value of professional development opportunities on teachers' job engagement in public secondary schools in Anambra State revealed that professional development opportunities positively predict teachers' job engagement in public secondary schools in Anambra State. The study also indicated that professional development opportunities significantly predict teachers' job engagement in public secondary schools in Anambra State. The findings align with those of Ofojebe and Ezugoh (2019), who revealed that access to professional development programmes significantly improves teachers' engagement and instructional effectiveness in secondary schools. Likewise, Adeyemi (2020) found that continuous professional development enhances teachers' commitment to teaching and promotes sustained job engagement. Professional development opportunities to a high extent enhance teachers' instructional competence, confidence, and sense of professional growth, thereby strengthening their willingness to invest effort, remain committed to school goals, and actively engage in teaching and related school activities. The similarities in these studies emphasize the crucial role of professional development

opportunities in improving teachers' job engagement and underscore the importance of providing regular, relevant and well-supported professional learning experiences as a strategy for sustaining teachers' active participation in instructional delivery and improving overall school effectiveness.

Conclusion

Teachers' institutional support is a critical factor in strengthening teachers' engagement and active involvement in school activities. Effective school systems provide adequate support through conducive work environments and professional development opportunities that enable teachers to perform their duties effectively. Based on the findings of the study, it was concluded that teachers' institutional support positively and significantly predict teachers' job engagement in public secondary schools in Anambra State.

Recommendation

1. Government and relevant stakeholders should prioritize policies and interventions that strengthen supportive school organizational climates through regular monitoring, capacity building for school leaders and provision of resources that promote collaboration and teacher well-being.
2. School management and educational authorities should strengthen institutional support systems for teachers by ensuring the provision of conducive work environments, access to relevant instructional resources and continuous professional development opportunities.

REFERENCES

- Adeyemi, T. O. (2020). Principals' leadership styles and teachers' job performance in public secondary schools in Nigeria. *Educational Research and Reviews*, 15(6), 270–278.
- Akudo, F. U. (2022). Management support and locus of control as predictors of teachers' job satisfaction in secondary schools in Anambra State. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, 4(1), 41-51.
- Asiyai, R. I. (2020). Principals' administrative effectiveness and teachers' job performance in public secondary schools in Delta State, Nigeria. *International Journal of Educational Administration and Policy Studies*, 12(1), 1–8.

- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology, 22*(3), 273–285.
- Egboka, N. P. & Alike, U. G. (2019). Principals’ application of communication skills as a correlates of teachers’ job performance in secondary schools in Anambra State, Nigeria. *EPRA International Journal of Multidisciplinary Research (IJMR), 4*(7), 229-236.
- Ezeani, N. E. & Oladele, R. (2017). Implications of training and development programmes on accountants productivity in selected business organizations in Onitsha, Anambra State, Nigeria. *International Journal Asian Social Science, 3*(1): 266-281.
- Falola, H. O., Oludayo, O. A., Igbinoba, E. E., Salau, O. P. & Borishade, T. T., (2018). Measuring work engagement strategies and employees’ behavioural outcomes in Nigerian Universities. *Journal of Business Retail Management Resources, 13*(2), 98-108.
- Mehmeti, L. & Telaku, M. (2020). Relation of the perception of work environment with job satisfaction: the case of teachers in high schools in the Municipality of Prishtina. *Thesis, 9*(1), 3-33.
- Santoso, A. B. & Oktafien, S. (2024). The impact of a conducive work environment on improving employee performance. *Manajemen dan Bisnis, 23*(1), 69-80.
- Ofojebe, W. N., & Ezugoh, T. C. (2019). Teachers’ motivation and its influence on teachers’ effectiveness in public secondary schools in Anambra State, Nigeria. *African Journal of Educational Research and Development, 11*(1), 1–12.
- Oviawe J. I, Ezeji S. C &Uwameiye R. (2016). Effects of cooperative learning on building technology students’ acquisition of workplace skills. *Indian Journal of Vocational Education, 21*, 77-88.
- Oyeh, N. L & Oluwuo, S. O. (2018). Relationship between teachers’ quality of work life and their job engagement in secondary schools in Rivers State. *International Journal of Innovative Psychology & Social Development 6*(3):53-66.
- Yang, H. & Zhou, D. (2022). Perceived organizational support and creativity of science technology talents in the digital age: The effects of affective commitment, innovative self-efficacy and digital thinking. *Psychology Research and Behavior Management, 24*21- 2437.