

WORK CONDITIONS AS CORRELATES OF TEACHERS JOB COMMITMENT IN A DIGITAL ERA

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Abstract

The study examined work conditions as correlates of teachers' job commitment in public secondary schools in Anambra State. Two research questions and two null hypotheses were tested at 0.05 level of significance. The study adopted a correlational research design. The population of the study consisted of 5,612 respondents which comprised 267 principals and 5,345 teachers in all the public secondary schools in Anambra State. The sample of this study comprised 735 respondents which consisted of 120 principals and 615 teachers randomly drawn from the population. The study adopted stratified and simple random sampling technique. The instrument for data collection were two questionnaires structured by the researchers, titled "Principals' Work Condition Questionnaire (PWCQ) and Teachers' Job Commitment Questionnaire (TJCQ). These instruments were subjected to face and validation by three experts. Cronbach Alpha Correlation Coefficient method was used to determine the reliability of the instruments, which yielded coefficient values of 0.83 and 0.85 respectively. Pearson Product Moment Correlation Coefficient was used to answer the research questions, while the hypotheses were tested using test of significance of Pearson at 0.05 level of significance. The findings of the study revealed that there existed a strong positive and significant relationship between school facilities, workload and teachers job commitment in public secondary schools in Anambra State. Based on the above findings, it was recommended among others that Government should provide adequate school facilities since they help teachers to be committed to their job.

Keywords: Digital era, work condition, school facilities, workload, job commitment

Introduction

Education is a tool for empowerment, technological development, and digital transformation. It is viewed as an indispensable catalyst that strongly influences the development of a nation (Kazon et al., 2019; Adedeji, et al., 2019). Education ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve quality of life. For this reason, education is given at all levels (primary, secondary, and tertiary levels) for employability and career development especially at the secondary level where students transit into young adults and need skills for future careers, fostering a blend of academic knowledge, vocational expertise, and soft skills to thrive in the workforce.

Secondary education is the level where schools produce graduates who are prepared for higher education, and become useful members of society with intellectual competencies to help in the growth and development of the nation which is fast becoming a global village (Allen & Lolita, 2018; Ayeni & Arinze, 2018). In a similar vein, Oti et al., (2025) opined that the world has become a global village where knowledge and information are created and disseminated, almost at the tip of the finger through modern digital technologies (Osegbue & Ohamobi, 2025). These innovations in this digital era, has made teachers play a crucial role in guiding students to navigate, evaluate, and apply this vast information, making their job commitment pivotal in shaping future innovators.

Commitment is a psychological concept that involves an individual's dedication, loyalty, and attachment to a particular goal, organization, or cause, influencing their behaviour and decision-making. Ofoegbu (2014); Osegbue et al. (2025) indicated that

commitment is a psychological bond with an organization, in which people pledge allegiance to its beliefs and objectives. The emotional tie that teachers have with their work is referred to as teachers' commitment. One of the most important aspects in effective teaching has been identified as teachers' commitment. As a result, teachers with high level of commitment can make a difference in their students' learning and accomplishments. Committed teachers invest in the school where they work, and devote their time and energy to promote it. Altun (2017) asserted that teachers' job commitment is an internal energy that motivate teachers to do better in their job.

Similarly, Duru and Osegbue (2024) opined that teachers' job commitment is the willingness of teaching staff to devote time and energy in discharging their teaching roles. Teachers who are committed to their job display positive attitude to work in secondary schools. Mwesiga and Okendo (2018) noted that teachers who are committed to their job, work hard, prepare to teach at all time, adhere to teaching professional ethics, participate in decision-making, motivate students to learn, and make use of the appropriate approaches in presenting their lessons in the classroom. Contextually, teachers' job commitment is the dedication and passion that fuels their efforts to boost students' success, and growth under favourable conditions. The effectiveness of any educational system hinges on the commitment of its teachers (Ndu, 2017; Osegbue, 2022). Teacher' job commitment is crucial for ensuring quality education, as it directly impacts student outcomes and school performance. Uwaleke et al., (2023) asserted that teachers who are committed to their job are more enthusiastic, and interested in devoting more energy once the work condition is favourable. In Nigeria, particularly in Anambra State, public secondary schools face challenges that may affect teachers work conditions, potentially affecting their commitment. Over the years, poor commitment of teachers seemed to have been reflected in the abysmal performance of students, and this has reached an alarming rate with its devastating consequences on the students and the society in general (Duru & Osegbue, 2024). Many teachers in public secondary schools in Anambra State hardly prepare their scheme of work and lesson plans, and neither conduct sufficient practical lessons or give time for remedial classes for academically weak students (Suleman & Hussain, 2014). The researchers observed cases of heightened absenteeism, lack of interest in the teaching job, and poor class attendance. This unpleasant development has attracted the attention of researchers and other stakeholders to find solution to this challenges. However, despite all efforts by stakeholders and scholars in improving teachers' commitment, the trend seems to have persisted with some scholars attributing the challenges to teachers' work condition.

Teachers' work condition plays a significant role in shaping their job commitment (Zheng, 2017). Teachers' work condition is the environment, circumstances, and factors that affect how teachers work. Schools that are able to offer their teachers a safe, pleasant, and supportive work environment and adequate compensation are better able to attract and retain good teachers and motivate them to do their best (Orupabo & Nwanwocha, 2018). Osman et al. (2016) noted that work conditions cover a broad range of issues such as work time, rest period, work load, work environment, organizational culture, remuneration, as well as school facilities that exist in the workplace. Ohamobi et al., (2025); Duru and Osegbue, (2024); Obineli, (2013) maintained that good work condition provides greater physical comfort for teachers and boost their morale, while very poor conditions breed frustration and regrets. Akintayo (2015) highlighted work conditions such as: school facilities, workload, salary, promotion, and remuneration as components that affects teachers job commitment. The researchers defined teachers' work conditions as all existing circumstances affecting teachers' labour in the school which is associated with learning environment. This study was focused on school facilities and work load as components of work conditions that could affect teachers' commitment.

School facilities can be described as the site, building, equipment, and all facilities within the school which enhances teaching and learning. School facilities significantly impact teachers' job commitment. Adequate facilities like classrooms, libraries, and laboratories enhance teaching effectiveness, boosting teachers' confidence and job commitment (Emetaron, 2014). Functional facilities reduce teachers' stress, allowing them to focus on teaching and students' engagement (Jimoh et al., 2017). Access to resources like ICT tools and digital libraries supports teachers' professional growth and commitment especially in this digital era where technology is trending. In contrast, Akude, (2021); Osegbue and Ohamobi (2025) opined that poor facilities can lead to frustration, demotivation, and decreased commitment among teachers, ultimately increasing teachers' workload.

Teachers' workload is another component of work condition. Hossain, (2019) noted that excessive workload can lead to burnout, emotional exhaustion, and decreased commitment among teachers. Teachers with heavy workloads often experience stress, which can negatively affect their job commitment and overall well-being (Kimura, 2018). Liu and Lo (2018) maintained that manageable workloads allow teachers to focus on teaching, reduce stress and burnout, and improve work-life balance. They further stressed that when teachers have manageable workloads, they can focus on teaching and students learning, leading to better academic outcomes and more positive learning environment. It is against this background, that the researchers sought to establish the relationship between work conditions and teachers' job commitment in public secondary schools in Anambra State.

Purpose of the study

The main purpose of this study was to examine work conditions as correlates of teachers' job commitment in public secondary schools in Anambra State. Specifically, the study sought to:

1. examine the relationship between school facilities and teachers' job commitment in public secondary schools in Anambra State.
2. Determine the relationship between workload and teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between school facilities and teachers' job commitment in public secondary schools in Anambra State?
2. What is the relationship between workload and teachers' job commitment in public secondary schools in Anambra State?

Hypotheses

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

1. There is no significant relationship between school facilities and teachers' job commitment in public secondary school in Anambra State.
2. There is no significant relationship between workload and teachers' job commitment in public secondary school in Anambra State.

Methods

The design of the study was correlational research design. The study was carried out in public secondary schools in Anambra State. The population of the study comprised 5,612 respondents which comprised 267 principals and 5,345 teachers in all the public secondary schools in Anambra State. The sample of this study comprised 735 respondents which consisted of 120 principals and 615 teachers randomly drawn from the population. The study adopted stratified and simple random sampling technique. The instrument for data collection were two questionnaires structured by the researchers, titled "Principals' Work Condition Questionnaire (PWCQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instrument was divided into section A and B. Section A provided personal information of the

respondents, while Section B contained item statements in each cluster. The instrument was structured on a four-point rating scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

These instruments were subjected to face validation by three experts, all from the department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, Anambra State. Cronbach Alpha method was used to determine the reliability of the instruments. The reliability yielded coefficient values of 0.83 and 0.85 indices. Data were collected with the help of four research assistants who were properly briefed on how to administer and retrieve the instruments as well as on good mannerism. Pearson Product Moment Correlation Coefficient was used to answer the research questions while the hypotheses were tested using test of significance of Pearson at 0.05 level of significance. The Statistical Package for Social Science (SPSS) version 27 was used for data analysis. In taking decisions on the null hypotheses, if the exact p-value is equal to or greater than the significant threshold value of (α) 0.05, the null hypothesis is not rejected, but if the exact p-value is less than the significant value of 0.05, the null hypothesis is rejected.

Results

Research Question 1: What is the extent of relationship between school facilities and teachers' job commitment in public secondary schools in Anambra State?

Table 1: Summary of Pearson (r) on the extent of relationship between school facilities and teachers' job commitment in public secondary schools in Anambra State

Variables	Correlation	School Facilities	Teacher' Job Commitment	Remark
School Facilities	Pearson Correlation	1	0.85**	Strong
	Sig. (2-tailed)		0.00	Positive
	N	735	735	Relationship
Teachers' Job Commitment	Pearson Correlation	0.85**	1	
	Sig. (2-tailed)	0.00		
	N	735	735	

The result on Table 1 above showed a strong positive relationship between school facilities and teachers' job commitment in public secondary schools in Anambra State, with 'r' = 0.85 and N = 735. This implied that there exists a strong positive relationship between school facilities and teachers' job commitment in public secondary schools in Anambra State.

Research Question 2: What is the extent of relationship between workload and teachers' job commitment in public secondary schools in Anambra State

Table 2: Summary of Pearson (r) on the extent of relationship between workload and teachers' job commitment in public secondary schools in Anambra State

Variables		School Facilities	Teacher' Job Commitment	Remark
Workload	Pearson Correlation	1	0.08**	Negligible
	Sig. (2-tailed)		0.00	Relationship
	N	735	735	
Teachers' Job Commitment	Pearson Correlation	0.08**	1	
	Sig. (2-tailed)	0.00		
	N	735	735	

The result on Table 2 above showed a negligible positive relationship between workload and teachers' job commitment in public secondary schools in Anambra State, with $r = 0.08$ and $N = 735$. This revealed that there is a negligible positive relationship existing between workload and teachers' job commitment in public secondary schools in Anambra State.

Hypothesis One: There is no significant relationship between school facilities and teachers' job commitment in public secondary school in Anambra State.

Table 3: Summary of the Test of significance of Pearson on the extent of relationship between school facilities and Teachers' Job Commitment in secondary schools in Anambra State.

Variables		School Facilities	Teacher's Job Commitment	Remark
School Facilities	Pearson Correlation	1	0.85**	Significant Relationship
	Sig. (2-tailed)		0.00	
	N	735	735	
Teachers' Job Commitment	Pearson Correlation	0.85**	1	
	Sig. (2-tailed)	0.00		
	N	735	735	

The result of the test of significance of Pearson Moment Correlation Coefficient from Table 3 above showed a significant relationship between school facilities and teachers' job commitment in public secondary schools in Anambra State with $r = 0.85$, $N = 735$ and $p\text{-value} = 0.00$. Since $p\text{-value}$ (0.00) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between school facilities and teachers' job commitment in public secondary schools in Anambra State.

Hypothesis 2: There is no significant relationship between workload and teachers' job commitment in public secondary school in Anambra State.

Table 4: Summary of the Test of significance of Pearson on the extent of relationship between workload and Teachers' Job Commitment in secondary schools in Anambra State.

Variables		School Facilities	Teacher's Job Commitment	Remark
Workload	Pearson Correlation	1	0.08**	Significant Relationship
	Sig. (2-tailed)		0.00	
	N	735	735	
Teachers' Job Commitment	Pearson Correlation	0.08**	1	
	Sig. (2-tailed)	0.00		
	N	735	735	

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 4 above showed a strong significant relationship between workload and teachers' job commitment in public secondary schools in Anambra State with $r = 0.08$, $N = 735$ and $p\text{-value} = 0.00$. Since $p\text{-value}$ (0.00) is less than 0.05, the study rejects the null hypothesis that there is no significant relationship between workload and teachers' job commitment in public secondary schools in Anambra State.

Discussion

The findings on of the study in table one reveal that there existed a strong positive and significant relationship between school facilities and teachers' job commitment in public secondary schools in Anambra State. This finding is in tandem with the contentions of Foluke

and Ogunode (2020) whose study similarly found that there is a significant relationship between school facilities and teachers' commitment. In a similar study by (Jimoh et al. (2017) they observed that functional facilities reduce teachers' stress, allowing them to focus on teaching and students' engagement. This finding is also in line with the empirical evidence presented by Okoli (2024) who also revealed that school facilities are highly significant for teachers to be committed to their job. The findings show a very strong positive relationship which implies that for teachers to be committed to their job, school facilities should be adequately provide in the schools.

Research question two revealed that there is a negligible strong positive significant relationship between workload and teachers' job commitment. The respondents agreed that equitable distribution of courses, staff strength, large class size, and teachers' excessive workload affects teachers job commitment and efficiency. This implies that there is not enough evidence to reject the null hypothesis. This finding is in agreement with the findings of Akira (2020) who observed that 17% of teachers mentioned workload as a factor that affects their job performance, which also means that there is insufficient evidence to reject the null hypothesis. This finding is in agreement with the findings of Kimura (2018) who observed that teachers with heavy workloads often experience stress, which can negatively affect their job commitment and overall well-being. However, this finding is in disagreement with the findings of Ayeni and Amanekwe (2018) who indicated that teachers' workload has 75.8% impact on teaching and learning activities. Their study suggested a strong positive relationship, meaning that as workload increases, job commitment tends to increase. The result is likely statistically significant, implying that the relationship is unlikely due to chance. Finally, the result of the hypotheses testing revealed that there is significant relationship between work conditions and teachers' job commitment.

Conclusion

Based on the discussion of findings of this study, the study concludes that school facilities and workload have positive and significant relationships with teachers' job commitment in public secondary schools in Anambra State, suggesting that improving these factors could enhance teachers' job commitment and ultimately education quality. Thus, the study concluded that work conditions is a positive and significant correlate of teachers' job commitment in public secondary schools in Anambra State.

Recommendations

The following recommendations were made from the findings of the study:

1. Government should provide adequate school facilities, since provision of adequate school facilities help teachers to be committed to their job.
2. Principals should ensure that teachers' workload are moderated to avoid poor performance of teachers in schools.
3. Adequate funds should be provided by Ministry of Education for teachers' professional growth for their sensitization to new trends in the teaching profession.

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