

WORK ENVIRONMENT AND TEACHERS' COMPETENCIES AS CORRELATES OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study investigated work environment and teachers' competencies as correlates of teachers' job commitment in public secondary schools in Anambra state. Two study specific purposes and two research questions guided the study 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 6519 teachers in the 267 public secondary schools in Anambra State. The sample of the study comprised 324 teachers. Stratified sampling and simple random sampling techniques were used for the study. The instruments for data collection were three questionnaires structured by the researcher and titled "Work Environment Questionnaire' (WEQ)", "Teachers' Competence Questionnaire' (TCQ)" and Teachers' job Commitment Questionnaire (TJCQ). These instruments were subjected to face and construct validity. Cronbach Alpha statistics was used to determine the reliabilities of the instruments. The average reliability coefficient showed a value 0.83 for work environment questionnaire, 0.75 for competencies questionnaire and 0.80 for teachers' job commitment questionnaire. 324 copies of the questionnaires were administered by the researcher with six briefed research-assistants by direct administration and retrieved on the spot. The data collected were analyzed as follows; the research questions were answered using Pearson Product moment Correlation Coefficient while the hypotheses were tested a 0.05 level of significance using test of significance of Pearson Product Moment Correlation Coefficient. After the analysis the following findings were made; there exists a moderate positive and significant relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State. The following recommendations were made from the findings of this study: School administrators should prioritize creating a supportive work environment that fosters teacher collaboration, open communication, and recognition. Secondly, educational authorities should invest in professional development programs that enhance teachers' professional competencies.

Keywords: Work Environment, Teachers' Competencies and Teachers' Job Commitment

Introduction

Education is considered a basic tool for fighting poverty and ignorance, particularly in the developing countries. Thus, teachers are essential players in promoting delivery of quality education because the success of the objectives of learning is significantly influenced by the state of and the mindsets of teachers. Committed teachers portray elements that illustrate enthusiasm, dedication, low turnover, staying at work for extra time as well as attracting other people to the teaching job. Indeed, Mutwiri (2015) suggested that apart from improving institutional factors like provision of teaching and learning materials, supervision and enhancing reward strategies, stakeholders in education should also devise ways of enhancing job commitment of the teaching force. Yet in Anambra State, some teachers show low levels of enthusiasm and others opt to quit teaching in public primary schools as a result of non-commitment in their job.

The Federal Republic of Nigeria in the National Policy on Education also recognized the importance of teachers by stating that no nation's education system can be greater than the standard of their teachers (Federal Republic of Nigeria (FRN), 2015). However, teachers are becoming uncertain about remaining in the teaching profession due to non-commitment which may be attributed to inadequacy of resources, low salaries, job inexperience, unconducive working environment which further leads to absenteeism and resistance to work.

One of the most important aspects in effective teaching has been identified as commitment (Altun, 2017). As a result, teachers with a high level of commitment can make a difference in their students' learning and accomplishment. Commitment is an internal energy that motivates teachers to do better on the job (Tsui

& Cheng, in Altun 2017). Commitment refers to an employee's willingness to work positively in an organization and his or her continuance to work for it (Mowday, 2018). In this respect, commitment implies an employee's continuous effort to render personal efforts to the organization regardless of the working conditions being experienced by the said employee. Buchanan (2017) sees commitment as a sort of bond between an employee and the organization that the employee is working for and adds that it is by a variety of factors that are related to the employee's personal behavior as well as the external environmental factors. Commitment is an important pillar towards the successful human resource management of an organization. It greatly contributes towards the overall achievement of the aims and objectives of any organization and is, thus, an inevitable issue that should concern the management, directors and the policy makers of an organization. Committed employees contribute to the overall achievement of goals and aims as well as to the life and wellbeing of any organization.

Teacher's job commitment in itself has been a subject considered by both teachers and administrators as an important element in a successful school. It is an overall feeling about one's job or career in terms of specific facets, and it can be related to specific outcomes. With teachers, commitment with their career may have strong implications for student learning. How effectively and efficiently teachers function in a school system depends to a great extent upon policies which affect them and their work and the conditions under which they work. Teachers' commitment refers to an individual's attraction and attachment to the work and the school (Oforgbu, 2014). It can be the socio-psychological bonding of an individual to his group or school, its goals and values or to his occupation and profession. It could manifest in terms of three ways, that is, affective, normative and continuance, and each type of commitment ties the individual to the school in different ways and would differently affect the manner in which the employee conducts him/herself in the workplace. Fostering commitment among teachers is important because teachers, who are highly committed stay longer, perform better, actively involved in the work and engage in school citizenship behaviour. The effectiveness of the teacher also depends on their commitment to work and the fulfilment that comes from it. In addition, highly committed teachers are less likely to change schools or leave the teaching profession altogether than those who are not commitment with many areas of their work life. Nguyen (2014) opined that employee's commitment plays a vital role in employee stability in that school. Teachers' commitment to efficiency, productivity and effectiveness in teaching and learning would translate into better school examination results and higher pass rates for learners. It can be concluded that schools which seek to retain their teachers by building very high school commitment are in a better position to reap the benefits of a more dedicated, motivated, punctual and reliable teachers. Teaching is a complex and demanding profession and for teachers to sustain their energy and enthusiasm for work, teachers need to maintain their personal commitment to the job (Day, 2014).

In public secondary school in Anambra State, over the years, it has been observed that low job commitment of teachers has been reflected in the academic performance of students. Poor job commitment to duty has reached an alarming rate with its devastating consequences on the students and the society in general. Over the past few years, the public secondary school system has witnessed an alarming rate of brain-drains, industrial conflict, job apathy and loss of commitment to school responsibilities (Tsui & Cheng, in Altun 2017). Teachers consistently reported late for duty; some teachers hardly appeared at schools and had low relations with fellow teachers, among others. Oforgbu, opined that teachers in public secondary schools in Anambra State hardly prepared schemes of work and lesson plans, and neither conducted sufficient practical lessons or gave time for remedial classes for academically weak students. In Anambra State, cases of teacher negative attitude to work which leads to low commitment to job among teachers have been reported (Aranki et al., 2019).

Teachers in Anambra State as observed by various researchers showed non-commitment to duty, absenteeism, low morale, lack of interest and dissatisfaction in their teaching job. Government has given attention to the poor commitment of teachers, believing that if their morale is improved, it would enhance their commitment by guaranteeing of retirement benefits, including a monthly pension commensurate with a teachers rank, salary and length of service, and a gratuity paid at the beginning of the retirement (Ngwu, 2017). Despite all these efforts to enhance the zeal of teachers to teach, their commitment seems to remain low. Therefore, one may ask can work environment of the teacher and the teachers' competencies be a deciding key factor for teachers' job commitment in public secondary schools in Anambra State?

Work environment therefore could be seen as one of the most crucial factors which could influence the level of job commitment of a teacher. Hence, work environment according to Nakpodia (2017: pg 7) is defined as the totality of conditions under which a person or a group of persons works or performs his or her duties. A work environment is a place where both the physical and mental state of employees are comfortable working. Mayowa-Adebara and Aina (2016) noted that the work environment "is one of the essential factors in keeping an employee committed in the contemporary world. This implies that if employees perceive that the workplace is not comfortable (safety, job security, health hazard, outdated equipment, salaries, rewards), there is a tendency for their level of commitment to drop which eventually leads to poor work performance.

Work environment is also defined according to Salunke (2015: pg 4) as interrelationship of employees in their workplace which can be separated into the elements of social, technical and economic. It also consists of range of factors including the organization culture, organization structure, management styles, and so on so forth. Work environment is critical to job commitment owing to its possible influence both physical and mental wellbeing of teacher at the work place. A good workplace is characterized by factors like competitive wages, trusting relationship between the employees and management, equity and fairness for everyone, and a sensible work load with challenging yet achievable goals. McGuire and McLaren (2017) posited that school physical environment, particularly its layout and design, can impact employee behavior in the workplace. Consequently, some studies have classified the work environment into toxic and conducive environments, while others categorized it into physical and behavioural (Massoudi & Hamdi, 2017). It has been evident by some studies that some factors could significantly contribute to an employee's workspace performance. Such include ventilation rates, lighting, access to natural light, and acoustic environment (Al-Omari & Akasheh, 2017). Workplace environment plays a crucial role in ensuring teachers' job commitment since it may impact teachers' morale and productivity (Naharuddin & Sadegi, 2016) This implies that a quality workplace environment enables the teachers to put in their best in order to achieve the aim and objective of the organization. While poor quality work environment inconveniences the teachers, makes them less committed to their jobs and end up with occupational issues such as absenteeism, lateness to work, high turnover and negligence of duties (Leblebici, 2017). According to Agbozo et al., (2017:pg 3), work environment can be grouped into three distinct but intertwined forms. These are physical work environment, psychological work environment and social work environment. But this study would be delimited to physical work environment

Physical work environment deals with the physical or tangibles at the setting where job is performed. It includes things like departmental laboratories, workshops, office layout, temperature, ventilation and lighting. It also includes noise level and space. Physical work environmental factors are the environment around the teachers themselves. Conditions in the working environment can affect teachers' job commitment which includes (1) workspace plans, (2) job designs, (3) working environment conditions and, (4) Visual Privacy and Acoustical Privacy levels (Suwatno & Priansa, 2018). Sedarmayanti (2017) opined that physical working environment are the lighting/light, air temperature, humidity, air circulation, noise, mechanical adjustments, unpleasant odours, colour arrangement, decoration, music and safety in the workplace. Elujekwute et al., (2021) saw physical work environment which he also tagged as school facilities that are present in the school to engender students' performance and it includes books, audio-visual, software and hardware of educational technology as well as size of classrooms sitting position and arrangement, availability of tables, chairs, chalkboards, shelves and others.

Areas of physical work environment as identified by Elujekwute et al (2021) are appearance and physical plant, students' interactions, faculty relations, attitude and culture among others. According to Fernandes and Rocha (2019:pg5), lack of good physical conditions reduced the morale and affected the attitude of teachers. For teachers' performance to be maximized in service delivery, they need a quality physical working environment with required resources. Physical working environment constitutes the physical setting in which teachers perform their duties. These include office accommodation, instructional materials, lighting, temperature conditions, workshop equipment, library resources, classroom space, information and communication technology (ICT) facilities among others. However, Arogundade and Bolarinwa (2017) opined that teachers at times work under the most unsafe and unhealthy conditions like dilapidated physical buildings, outdated libraries, stinking abandoned classroom and broken furniture which decreases their morale. They also stated that teachers physical work environment in terms of provision of physical facilities, motivation and teachers-students relationship were not adequate and encouraging to enhance better classroom management. The nature of the physical condition under which teachers works is

important to output. Offices and factories that are too hot and ill ventilated affect teachers' commitment. There should be enough supply of good protective clothing, drinking water, rest rooms, toilets and first aids facilities. This means that both management and teachers should be safety conscious at all times and minimum of requirement of the factories act must be respected. This would lead to more commitment from the teachers. This also implies that in schools where teachers are exposed to stressful working conditions, commitment are always affected which leads to poor delivery of service. On the other hand if working conditions are good, teachers commitment increases and there is a positive impact on the delivery of service.

Teachers' job competence is defined as those learnable and teachable skills that are related to the way in which the teacher has carried out the activities and what results have been achieved (Klieme et. al., 2018). Sultan and Shafi (2014) defined teachers' competence as particular and self-evident qualities that teachers should have for effective teaching. Westera (2014) explained "Competencies in Education" in different aspects. In his opinion competence is a complex concept which can further be decomposed into sub-competencies. In his opinion competence is a highly valued quality which involve the effective use of knowledge and different skills in different situations. Anuradha and Preethidhar (2015) ascertained that competent teachers possess so far as statistical significance is concerned, personality characteristics like boldness, confidence, imagination, experimentation, relaxed nature and possession of high self-respect which helps them to be effective in the classroom. The success of the educational enterprise is matched to the quality of the teachers who carry out the instructional tasks. Learning how to teach and work to become an excellent teacher is a long-term process that requires the progress of very practical and complex skills (Calderhead & Shorrock as cited by Ozden, 2018). The success of the educational enterprise is matched to the quality of the teachers who carry out the instructional tasks. With above explained, the researcher adopted teachers' professional competence, pedagogical competence and social competence as correlates of teachers' job commitment. Therefore, within the context of this study, the researcher focused only on teachers' professional competence.

The development of professional competence is a core issue in all discussion of what makes an "effective teacher". Insights into why teachers show different levels of professional competence can be expected to inform both teacher education and recruitment of more suitable candidate to the teaching profession. The term teachers' professional competence refers to the set of knowledge, skills, values, attitudes, capacities and beliefs people need for success in a profession. Teachers need to connect students with prior knowledge, life experience and their interests with leaning goals. They also must use a variety of instructional strategies and resources to respond to students varied needs (Farah & Mohad, 2015).

Teachers also need to facilitate learning experiences that promote autonomy, interaction and choice. They need to engage students in problem solving, critical thinking and other activities that make subject matter meaningful. To make subject matter interesting they need to promote self-directed reflective learning for all students (Farah & Mohad, 2015). Teacher professional competencies can have effect on how the teacher effectively manage the classroom significantly because a competent teacher has the ability to manage the classroom effectively, use an array of instructional materials, ensure instructional effectiveness and adopt effective strategies for teaching and learning which helps the teacher.

Teacher's professional competencies include content knowledge, interpersonal skill and classroom procedures (Anwar, 2014) which are needed for effective teaching. Content knowledge is defined as the concepts, principles, relationships, processes, and applications a teacher should know within a given academic subject, appropriate for him/her and organization of the knowledge (Ozden, 2018). Content knowledge is knowledge about the actual subject matter that is to be learned or taught. The content to be covered in social studies or algebra is very different from the content to be covered in computer science or art and history.

Teachers must know and understand the subjects that they teach, including knowledge of central facts, concepts, theories, and procedures within a given field; knowledge of explanatory frameworks that organize and connect ideas; and knowledge of the rules of evidence and proof. The interpersonal skill is the teachers' ability to communicate with students, a positive student approach, understanding students' learning difficulties acknowledging the individual student, being someone students could trust. The classroom procedures includes that which in more general terms is called teaching skills, i.e. the ability to organize and teach in interesting and flexible ways, using good teaching methods. The hope of every seasoned parent is

that the school teacher would help the child developed his/her potentials in life. This could only be achieved if the type of education given to the child is delivered by a competent teacher. One's understanding is that high teachers' competence can lead to positive individual effectiveness. Conversely, an incompetent teacher could adversely find it difficult to effectively teach.

Furthermore, teachers' job commitment represents one of the most complex areas facing today's school administrators when it comes to managing the school and teachers. It represents a combination of positive and negative feelings that teachers have towards their job. A committed teacher to their job would be psychologically balanced and this would spur higher performance, higher morale, effective performance and productivity among teachers toward achieving the school objectives. Literature as well as observations revealed that it is as if some of the teachers in Public Secondary School in Anambra State are not committed with their jobs, as teachers are sometimes absent from school, shows 'I don't care attitude', they do not attend classes regularly, among others. This might be as a result the work environment and competences of the teacher which may be responsible for the very low-level of commitment of teachers to their job. Additionally, Various researches have been carried out on different work environment as it relates to teachers' job commitment. Therefore, following an extensive review of literatures in this study, it was found out that no study (to the best of the researcher's knowledge) has been conducted on work environment and teachers' competencies as correlates of teachers' job commitment in public secondary schools in Anambra State, Nigeria. This is the gap the present study is designed to address.

Statement of the Problem

Nevertheless, the efforts to provide the desired quality education may prove futile if all stakeholders and policy makers now and in the future do not pay attention to teacher's job commitment. The importance of work environment and teachers' competences in achieving this objective cannot be ignored. Studies on teacher job commitment and non-commitment in Anambra State, Nigeria have succeeded in establishing that no education system can rise above the level of its teachers. This suggests that there is an urgent need for education stakeholders and policy makers to recognize the fact that educational quality is largely dependent on teachers' job commitment. Yet, not much have been done in this area to ascertain the contribution of such factors as work environment and teachers' competence to teachers' job commitment, especially among teachers in public secondary schools in Anambra State. Since studies indicate that teachers have low job commitment due to poor working conditions such as, low pay, high workload, lack of in-service training, promotion, lack of accommodation among others. There is need to examine empirically the contribution of work environment and teachers' competence to teachers' job commitment in public secondary schools in Anambra State. This is a gap that this study sought to establish.

Purpose of the Study

The main purpose of this study was to investigate work environment and teachers' competence as correlates of teacher's job commitment in public secondary schools in Anambra State. Specifically, the study sought to;

1. establish the extent to which physical work environment correlates to teacher's job commitment in public secondary schools in Anambra State.
2. determine the extent to which professional competence correlates to teacher's job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the extent of relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State?
2. What is the extent of relationship between professional competence and teacher's job commitment in public secondary schools in Anambra State?

Research Hypotheses

The following hypotheses guided the study and were tested at .05 level of significance:

1. There is no significant relationship between physical work environment and teacher's job commitment in Anambra State Public Secondary Schools.
2. Professional competence would not significantly correlate with teachers' job commitment in Anambra State public secondary schools

Methodology

The study adopted a correlational research design. The area of the study is Anambra state. There are six education zone in Anambra State which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha. The population of the study comprised 6519 teachers as respondents. The sample size is 324 teachers drawn using stratified sampling and simple random sampling technique. The instrument for the study was a self-structured questionnaire, titled “Work Environment Questionnaire’ (WEQ)”, “Teachers’ Competence Questionnaire’ (TCQ)” and Teachers’ job Commitment Questionnaire (TJCQ). The instrument has four section A-D. Section A deals with the personal data of the respondents, while section B, and C is divided in clusters with 10 items, section C is divided in clusters with 15 items.

The instrument has four point scale response options with response format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) and numerical value of 4,3,2 and 1 respectively. The instrument was validated by three experts two from Educational Management and one from Educational Measurement and Evaluation, all from Department of Educational Foundations, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus.

The instruments were administered to the respondents while 167 were retrieved and used for data analysis. This represented 56% return rate and 44% loss. The reliability of the instrument was determined using Cronbach Alpha formula and average coefficient values of 0.85 for Physical Work environment Questionnaire, 0.76 for Professional Competence Questionnaire and the average reliability coefficient showed a value of 0.80 for Teachers’ Job Commitment Questionnaire are considered highly reliable and suitable for the study. The data collected were analyzed as follows; the research questions were answered using Pearson product moment correlation coefficient while the hypotheses were tested at 0.05 level of significance using test of significance of Pearson product moment correlation, In answering the research questions, the coefficient (r) and the size of the relationship were interpreted using the interpretation of correlation coefficient based on Schober *et.al* (2018) as shown:

±0.00 to 0.09	=	Negligible Correlation
±0.10 to 0.39	=	weak Correlation
±0.40 to 0.69	=	Moderate relationship
±0.70 to 0.89	=	Strong relationship
±0.90 to 1.00	=	Very strong relationship

The null hypotheses were tested at 0.05 level of significance and the decision rule was that if the *P*-value was smaller than the significance level ($\alpha=0.01$), the null hypothesis would be rejected in favor of the alternative. If the *P*-value is bigger than the significance level ($\alpha=0.05$), we fail to reject the null hypothesis.

Research Question 1: What is the relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State?

Table 1: Summary of Pearson correlation analysis on the relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State

Correlations				
		Physical work environment	teacher's job commitment	Remark
Physical work environment	Pearson Correlation	1	0.42**	Moderate positive relationship
	Sig.(2-tailed)		0.00	
	N	167	167	
teacher's job commitment	Pearson Correlation	0.42**	1	
	Sig.(2-tailed)	0.00		
	N	167	167	

**Correlation is significant at the 0.01 level (2-tailed).

Table 1 presented an analysis showing that there exist, a moderate positive relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State. This deduction comes as a result of the 'r' having a moderate positive value, $r = 0.41^{**}$ and $n = 167$. Hence, the study concluded that there exist a moderate positive correlation (relationship) between physical work environment and teacher's job commitment in public secondary schools in Anambra State.

Research Question 2: What is the relationship between professional competence and teacher's job commitment in public secondary schools in Anambra State?

Table 2: Summary of Pearson correlation analysis on the relationship between professional competence and teacher's job commitment in public secondary schools in Anambra State.

Correlations				
		Professional competence	teacher's job commitment	Remark
professional competence	Pearson Correlation	1	0.75**	Strong positive relationship
	Sig.(2-tailed)		0.00	
	N	167	167	
Teacher's job commitment	Pearson Correlation	0.75**	1	
	Sig.(2-tailed)	0.00		
	N	167	167	

**Correlation is significant at the 0.01 level (2-tailed).

Table 2 presented an analysis showing that there exist, a strong positive relationship between professional competence and teacher's job commitment in public secondary schools in Anambra State. This deduction comes as a result of the 'r' having a strong positive value, $r = 0.75^{**}$ and $n = 167$. Hence, the study concluded that there exist a strong positive correlation (relationship) between professional competence and teacher's job commitment in public secondary schools in Anambra State.

Hypotheses testing

Hypothesis 1: There is no significant relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State.

Table 3: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State

		Correlations		
		Physical work environment	Teacher's job commitment	Decision
Physical work environment	Pearson Correlation	1	0.42**	Significant
	Sig.(2-tailed)		0.00	
	N	167	167	
Teacher's job commitment	Pearson Correlation	0.42**	1	
	Sig.(2-tailed)	0.00		
	N	167	167	

**Correlation is significant at the 0.01 level (2-tailed).

The result of the test of significance of Pearson Product Moment Correlation Coefficient from Table 3 above showed a significant relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State with $r = 0.42^{**}$ $n = 167$ and $p\text{-value} = 0.00$. Since $p\text{-value}$ (0.00) is less than 0.01, the study rejects the null hypothesis and do not reject the alternative hypothesis that there is a significant relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State.

Hypothesis 2: There is no significant relationship between professional competence and teacher's job commitment in public secondary schools in Anambra State.

Table 4: Test of Significance of Pearson Product Moment Correlation Coefficient on relationship between professional competence and teacher's job commitment in public secondary schools in Anambra State

		Correlations		
		Professional competence	Teacher's job commitment	Decision
Professional competence	Pearson Correlation	1	0.75**	Significant
	Sig.(2-tailed)		0.00	
	N	167	167	
teacher's job commitment	Pearson Correlation	0.75**	1	
	Sig.(2-tailed)	0.00		
	N	167	167	

**Correlation is significant at the 0.01 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 professional competence and teacher's job commitment in public secondary schools in Anambra State with $r = 0.75^{**}$ $n = 167$ and $p\text{-value} = 0.00$. Since $p\text{-value}$ (0.00) is less than 0.01, the study rejects the null hypothesis and do not reject the alternative hypothesis that there is a significant relationship between professional competence and teacher's job commitment in public secondary schools in Anambra State.

Summary of the Findings

The study findings are summarized as follows:

1. There exists a moderate positive and significant relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State.
2. There exists a strong positive and significant relationship between professional competence and teacher's job commitment in public secondary schools in Anambra State.

Discussion

Findings on the relationship between physical work environment and teacher's job commitment in public secondary schools in Anambra State showed a moderate positive and significant relationship between physical work environment and teachers job commitment. These findings are as a result of the responses of teachers to a physical work environment questionnaire, indicating that teachers who reported positive perceptions of their physical work environment also tended to exhibit higher levels of job commitment. Most of the teachers agreed to the library environment being conducive for their high commitment in the school, the school having a pleasant and welcoming atmosphere (e.g. natural light, plants and artworks), The school having a constant power supply which encourages them to perform better, adequate storage system for teaching materials and resources among others, all of which aided their teaching commitment. The findings of this study are in line with that of Dağlı and Gençdal (2019), who found a moderate and positive relationship between the school building scale and organizational commitment scale ($r=.561$, $p < 0.01$). The findings of this study is also in consonance with that of Enyiamaka and Orji (2017) whose study findings showed that physical working condition determine teacher's commitment level. The study findings is also in line with the findings by Aladetan (2023) whose study revealed that there was significant relationship between school location and teachers' job performance ($r = 0.310$, $p = 0.001$); and there was significant relationship between provision of physical facilities and teachers' job performance ($r = 0.578$, $p = 0.000$).

Findings on the relationship between professional competence and teacher's job commitment in public secondary schools in Anambra State showed a strong positive and significant relationship between professional competence and teachers job commitment ($r=0.75$, $p= 0.00$). This finding is as a result of the responses of teachers to a professional competence questionnaire, indicating that teachers agree that competent teacher helps to develop knowledge in students, competent teacher posses good understanding of the subject to teach, competent teacher poses teaching experience in use of varied teaching strategies, competent teacher have the capacity to understand teaching/learning theories, competent teacher has skill to plan didactic activities in teaching and that competent teachers have capacity to face technological demands all of which influenced their job commitment as teachers. The findings of this study is consistent with that of Akram et al. (2015) who investigated the relationship of teacher competence with professional commitment and job satisfaction at secondary level and found a significant positive relationship between teacher competence and professional commitment.

Conclusion

The importance of work environment and teachers' competences in achieving teachers' job commitment cannot be ignored. This study highlighted the significant role that both work environment and teachers' competencies play in influencing teachers' job commitment in public secondary schools in Anambra State. The findings demonstrated that a positive and supportive physical work environment fosters greater job commitment among teachers. Furthermore, the study emphasized the importance of professional competencies, which were positively correlated with teachers' commitment to their roles. These results suggest that improving the work environment and investing in the continuous development of teachers' competencies can enhance their overall job commitment, leading to improved educational outcomes. Thus, the study concluded that work environment and teachers competence are positive and significant correlates of teachers' job commitment in public secondary schools in Anambra State.

Recommendations

The following recommendations were made from the findings of this study

1. School administrators should prioritize creating a supportive work environment that fosters teacher collaboration, open communication, and recognition.
2. Educational authorities should invest in professional development programs that enhance teachers' professional competencies.

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