



## Work Environment as a Predictor of Teachers' Job Engagement of Public Secondary Schools in Anambra State

Dr. Okafor Patrick Chinenye <sup>1\*</sup>, Nnebedum Chidi <sup>2</sup>, Nwanne Ernest Igwe <sup>3</sup>

<sup>1</sup> Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Anambra State, Nigeria

<sup>2,3</sup> (Ph.D), Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

\* Corresponding Author: **Dr. Okafor Patrick Chinenye**

### Article Info

**ISSN (online):** 2583-6641

**Volume:** 04

**Issue:** 03

**May-June 2025**

**Received:** 06-04-2025

**Accepted:** 04-05-2025

**Page No:** 109-114

### Abstract

The study investigated work environment as a predictor of teachers' job engagement of public secondary schools in Anambra State. The study was guided by three research questions and three null hypotheses were tested at 0.05 level of significance. Correlational research design was used in carrying out the study. The population of the study consisted of 8,187 teachers in the 269 public secondary schools in Anambra State. A sample size of 819 teachers was drawn for the study using proportionate stratified random sampling technique. Two set of instruments titled "Work Environment scale (WES) and Teachers' Job Engagement Scale (TJES)" were used for data collection. The instruments were subjected to face validation by three experts, two in the Department of Educational Management and Policy, and a specialist in Measurement and Evaluation all in the Faculty of Education, Nnamdi Azikiwe University, Awka. The instruments were subjected to test of internal consistency using Cronbach alpha which yielded overall coefficient of 0.78 for WES and 0.80 for TJES. The researchers together with three research assistants administered copies of the questionnaires directly to the respondents and a 98 percent was recorded. Data were analyzed using simple for answering the research questions and testing the hypotheses 1-2, while multiple regression was used to answer research question 3 and test hypothesis 3. The findings of the study revealed among others that physical work environment is a strong and significant predictor of teachers' job engagement of public secondary schools in Anambra State. It was also reported that psychosocial work environment is a strong and significant predictor of teachers' job engagement of public secondary schools in Anambra State. Based on the findings, it was recommended among others that Government should provide more facilities to schools to build conducive physical work environment that improve teachers' job engagement.

**Keywords:** Work Environment, Teachers, Job Engagement, Physical, Psychosocial

### Introduction

Education is an indispensable instrument for helping individuals to acquire new knowledge, develop valuable skills and boost their self-confidence which empower them to engage in productive activities in the society. Education empowers individuals to make some healthier lifestyle choices as regards to good nutrition, regular exercise, personal hygiene, safe sexual practices and control of alcohol consumption among others. Nnebedum, Akinfolarin and Obuegbe (2018) <sup>[10]</sup> opined that the economic development of any country to some extent is depended upon the existence of functional education system that facilitates the acquisition of knowledge, skills and expertise needed for the performance of productive tasks or manipulation of the available resources. Enemu and Okafor (2023) <sup>[5]</sup> opined that for quality education to be achieved in a nation, the principal actors of learning (teachers, students and work environment) should be cooperatively organized. It is a driver of good living standard by equipping individuals with needed competencies to venture into business and also secure better job. Okafor, Ughamadu, and Enwezor (2025) <sup>[25]</sup> asserted that education has been embraced by many nations as the greatest investment that can bring about civilization, modernization, development and socio-economic progress in the society.

The authors added that the important role education plays makes it necessary to understudy the standard and quality in secondary schools which is the intermediate between basic and tertiary level of education.

Secondary school education offers learning programmes that equip students with productive skills to engage in economic activities, essential knowledge for further studies and also help them fulfil the academic requirement needed for admission into higher institutions of learning. Okafor *et al* (2025) <sup>[18]</sup> maintained that secondary school education refers to post-basic formal education offered to students who have successfully completed their basic education. Continuing, Okafor *et al* averred that secondary school education is designed to provide the recipients with sound and quality education that enable them to succeed in life upon graduation, if they cannot afford tertiary education. Secondary school education enable students receive diverse instructions for personal discovery that aid a life-changing decisions that ultimately led to good career paths. Eziamaka *et al* (2025) <sup>[7]</sup> noted that secondary school builds upon the foundation established at the primary level and serves as a preparatory stage for higher education or direct entry into the workforce. The success of secondary schools is closely tied to teachers' job engagement.

Teachers' job engagement is the act of involving and partaking in work activities. Obasi and Adieme (2021) <sup>[13]</sup> described teachers' job engagement as an emotional state where they feel passionate, energetic and committed toward their work. It is concerned with being devoted and passionate about carrying out work roles in learning institution. Nnokwe (2024) <sup>[11]</sup> described teachers' job engagement as a combination of willingness to work and the capacity one put in towards achievement of the pre-determined goals. Sequel to this, Nnokwe posited that teachers' job engagement can be measured in terms of how passionate, dedicated, committed, vigorous and motivated to doing the job effectively. Teachers' job engagement is an active participation and dedication to instructional responsibilities in educational institutions. Teachers' job engagement is described by Obi, Okaforcha and Nweke (2025) <sup>[15]</sup>, as the positive, fulfilling, work-related state of mind characterized by vigour, dedication, and absorption. Obi *et al* added that teachers' job engagement reflects how dedicated and passionate members of teaching staff are about their work which can significantly impact their effectiveness in the classroom and overall job satisfaction.

Teachers exhibit job engagement through active involvement in instructional delivery, maintaining a tidy classroom, preparation of lesson materials, staff meetings, taking roll calls of students, communicating to parents about the academic progress of their children, addressing disruptive behaviour of learners during teaching and coordinating school events among others. There are some areas of teaching job that teachers disengage in secondary schools. Enwezor, Nnebedum and Amobi (2025) <sup>[6]</sup> observed that some teachers appear to show up late to class, exhibit frequent absence from work, leave early before closing hour, fail to meet due dates for completion of scheme of work and underutilized some instructional materials in presenting their lesson. The nature of teachers' job engagement could be derived by the work environment.

Work environment is the physical structures, social and psychological conditions in which members of staff discharge their duties. Okafor (2025) <sup>[17]</sup> asserted that work

environment is the physical settings and conditions in which staff carry out their duties in an organization. Furthermore, Okafor stated that teachers often feel proud when working in a decent and comfortable environment. Nweke (2025) <sup>[12]</sup> maintained that work environment includes factors such as the workplace setting, organizational culture, interpersonal relationships, and the overall atmosphere that can influence an individual's productivity, well-being, and job satisfaction. A conducive work environment is equipped with requisite facilities and characterized with safe, cordial relationship and supportive atmospheres which could motivate teachers to engage in performing their job. On the contrary, an unconducive workplace environment is ill-equipped with requisite facilities and characterized with unsafe, poor relationship and unsupportive atmospheres which could demoralize teachers to engage in performing their job. Aladetan (2023) <sup>[2]</sup> noted that a decent working environment is a condition where individuals can do their jobs in an ideal, secure, healthy and comfortable manner. On the other hand, Aladetan maintained that unhealthy and unsafe work environment such as schools being located in a rowdy environment with poor ventilation, immoderate noise, too close to the roadside and others could affect teachers' job performance and health

Physical work environment is the structures and facilities available in the place of work. Obi and Akudo (2021) <sup>[14]</sup> pointed out that a school's physical environment includes the school buildings and the surrounding grounds, such as classrooms, labs, libraries, sanitation facilities, playgrounds, lawns, flowers, pavements, administration blocks, dining halls and dormitories among other physical structures. School environment with adequate and well-furnished classrooms, staff rooms, administrative blocks, libraries and laboratories can create conducive atmosphere that make teachers to comfortably discharge their duties. Adewale, Kolawole and Idowu (2024) <sup>[1]</sup> pointed out that good physical work environmental elements such as suitable furniture, appropriate lightening amongst others can enhance and motivate workers and ultimately increase the effectiveness and efficiency of teachers.

Psychosocial work environment is characterized by communication system, policies, interpersonal relationship with coworkers, decision-making process and work procedures among others. Omali and Echedom (2024) <sup>[19]</sup> asserted that psychosocial aspect of work environment includes procedures, policies, rules and norms surrounding the place of work. Omali and Echedom added that it also captures cooperation among staff, workload and time allotted for completion of assigned task. Psychosocial work environment is connected to collaboration among staff, supports from management, reward system, mutual respect, trust and harmonious relationships with colleagues. Ajulufo, Obi and Ezeaku (2025) <sup>[15]</sup> noted that key contributors to the psychosocial work environment include job security, workload, stress levels, and administrative support. Furthermore, Ajulufo *et al* stressed that a positive psychosocial environment enhances job satisfaction, reduces burnout, and fosters a sense of fulfilment, enabling teachers to perform effectively, while a negative psychosocial environment can result in heightened stress, frustration, and diminished job performance.

Some teachers carry out their duties in an unhealthy work environment in public secondary schools in Anambra State. Okafor (2025) <sup>[17]</sup> asserted that the work environment of some

secondary schools in Anambra State tend to be un conducive for teachers. Continuing, Okafor averred that offices of some teachers appear to be characterized by shortage of furniture, deplorable sanitary facilities, poor lightening and ventilation in public secondary schools in Anambra State. There is overcrowded classroom, poor lighting of buildings, ill-equipped staff rooms and insufficient safety measures in fire emergencies in public secondary schools in Anambra State. Ajulufu *et al* (2025) [3] noted that schools often grapple with inadequate funding, infrastructural decay, overcrowded classrooms, and limited access to teaching resources, all of which affect the physical work environment. The authors added that psychologically, teachers in these schools frequently encounter high workloads, insufficient remuneration, and limited professional development opportunities, contributing to stress and dissatisfaction. Some environment is characterized strained relationships poor communication, inflexible work arrangements and misunderstanding amongst staff in public secondary schools in Anambra State. It is against this backdrop that the study investigated work environment as a predictor of teachers' job engagement of public secondary schools in Anambra State.

### Purpose of the study

The purpose of the study was to investigate work environment as a predictor of teachers' job engagement of public secondary schools in Anambra State. Specifically, the study sought to investigate the:

1. Physical work environment as a predictor of teachers' job engagement of public secondary schools in Anambra State.
2. Psychosocial work environment as a predictor of teachers' job engagement of public secondary schools in Anambra State.
3. work environment (physical and psychosocial) as a predictor of teachers' job engagement of public secondary schools in Anambra State.

### Research Questions

The following research questions guided the study:

1. What is the predictive value of physical work environment on teachers' job engagement of public secondary schools in Anambra State?
2. What is the predictive value of psychosocial work environment on teachers' job engagement of public secondary schools in Anambra State?
3. What is the predictive value of work environment (physical and psychosocial) on teachers' job engagement of public secondary schools in Anambra State?

### Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

1. Physical work environment does not significantly predict teachers' job engagement of public secondary schools in Anambra State.
2. Psychosocial work environment does not significantly predict teachers' job engagement of public secondary schools in Anambra State.
3. work environment (physical and psychosocial) do not significantly predict teachers' job engagement of public secondary schools in Anambra State.

### Method

Correlation research design was adopted for this study. This design is appropriate since the study sought to collect data from respondents in order to investigate work environment as a predictor of teachers' job engagement of public secondary schools in Anambra State. The study was conducted in Anambra State. The choice of Anambra State for the study is that there is existence of insufficient facilities, poor rapport and conflict which could influence teachers' job engagement in secondary schools. The population of the study consisted of 8,187 teachers in the 269 public secondary schools in Anambra State. A sample size of 819 teachers was drawn for the study using proportionate stratified random sampling technique.

Two set of instruments titled "Work Environment scale (WES)" and "Teachers' Job Engagement Scale (TJES)" were used for data collection. WES contained 23 items spread into two Clusters A and B with 14 and 9 items on physical and psychosocial work environment respectively. On the other hand, TJES contains 25 items. The two sets of instrument (OJS and OCBS) were structured on four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D); Strongly Disagree (SD) and weighted 4, 3, 2 and 1 respectively. The face validation of the instruments was determined by three experts from Faculty of Education, Nnamdi Azikiwe University, Awka. Their suggestions were used to produce the final edition of the instruments. The reliability of the instruments was ascertained through single administration of copies of WES and TJES administered to 40 teachers from public secondary schools in Enugu State, which was outside the area of study. Data collected were analyzed using Cronbach alpha which yielded coefficient of 0.76 and 0.80 for Clusters A and B of WES with an overall coefficient of 0.76. On the other, the coefficient value obtained for TJEQ was 0.80.

The researcher with the help of three research assistants who are secondary school teachers in Anambra State used direct approach for data collection. A total of 819 copies of the instruments were distributed to teachers and 804 copies were properly filled and successfully retrieved indicating 98% percent return rate. At the end of the exercise, copies of the questionnaire that are properly completed and retrieved were used for data analysis. Data were analyzed using simple for answering the research questions and testing the hypotheses 1-2, while multiple regression was used to answer research question 3 and test hypothesis 3. For the research questions the coefficient  $r$  and the size of the relationship was interpreted using the correlation coefficient by Schober, Boer and Schwarte (2018), as follows

Coefficient	Relationship
.00- .10	Negligible correlation
.11- .39	Weak correlation
.40- .69	Moderate correlation
.70- .89	Strong correlation
.90- .99	Very strong correlation
1.00	Perfect

For decision on the hypotheses, if p-value is equal to or less than level of significant value of 0.05, the null hypothesis was rejected, but if p-value is greater than level of significant value of 0.05, the null hypotheses was not rejected.

## Results

**Research Question 1:** What is the predictive value of

physical work environment on teachers' job engagement of public secondary schools in Anambra State?

**Table 1:** The Summary of Simple Regression Analysis of Predictive Value of Physical Work Environment on Teachers' Job Engagement of Public Secondary Schools

Model	n	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
Physical Work Environment	804	.758	.571	.559	.33551	Strong

Table 1 reveals that the predictive value between physical work environment and teachers' job engagement is 0.758 with a coefficient of determination of 0.571. This shows 57.1% changes in teachers' job engagement could be attributed to physical work environment. The regression coefficient  $r$  of 0.758 indicated that physical work

environment is a strong predictor of teachers' job engagement in public secondary schools in Anambra State.

**Research Question 2:** What is the predictive value of psychosocial work environment on teachers' job engagement of public secondary schools in Anambra State?

**Table 2:** The Summary of Simple Regression Analysis of Predictive Value of Psychosocial Work Environment on Teachers' Job Engagement of Public Secondary Schools

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
Psychosocial Work Environment	804	.797	.606	.605	.31543	Strong

As shown in Table 2, the predictive value between psychosocial work environment and teachers' job engagement is 0.797 with a coefficient of determination of 0.606. This shows psychosocial work environment could bring about 60.6% variation in teachers' job engagement. The regression coefficient  $r$  of 0.797 indicated that psychosocial

work environment is a strong predictor of teachers' job engagement in public secondary schools in Anambra State.

**Research Question 3:** What is the predictive value of work environment (physical and psychosocial) on teachers' job engagement of public secondary schools in Anambra State?

**Table 3:** The Summary of Multiple Regression Analysis of Predictive Value of Work Environment (Physical and Psychosocial) on Teachers' Job Engagement of Public Secondary Schools

Model	N	R	r Square	Adjusted r Square	Std. Error of the Estimate	Remarks
Work Environment	804	.831	.698	.697	.43431	Strong

Result in Table 3 reveals that the predictive value between physical work environment and teachers' job engagement is 0.831 with a coefficient of determination of 0.698. This shows 69.8% changes in teachers' job engagement could be explained by work environment. The regression coefficient  $r$  of 0.831 indicated that work environment (physical and

psychosocial) is a strong predictor of teachers' job engagement in public secondary schools in Anambra State.

**Hypothesis One:** Physical work environment does not significantly predict teachers' job engagement of public secondary schools in Anambra State.

**Table 4:** The Summary of Simple Regression Analysis on Significant Prediction between Physical Work Environment and Teachers' Job Engagement of Public Secondary Schools

Predictor	N	R	r <sup>2</sup>	F	P-value	Remark
Physical Work Environment	804	.758	.571	225.693	.000	*S
*Significant						

Table 4 indicated that the predictive value ( $r$ ) between physical work environment and teachers' job engagement of public secondary schools is 0.758, while the  $r^2$  is 0.571. This shows 57.1% changes in teachers' job engagement could be connected to physical work environment. The  $F$  (1/804) = 225.693 and the  $p$ -value of .000 is less than 0.05. Therefore, since the  $p$ -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore,

physical work environment significantly predicts teachers' job engagement of public secondary schools in Anambra State.

**Hypothesis Two:** Psychosocial work environment does not significantly predict teachers' job engagement of public secondary schools in Anambra State.

**Table 5:** The Summary of Simple Regression Analysis on Significant Prediction between Psychosocial Work Environment and Teachers' Job Engagement of Public Secondary Schools

Predictor	N	R	r <sup>2</sup>	F	P-value	Remark
Psychosocial Work Environment	804	.797	.606	225.693	.000	*S
*Significant						

As shown in Table 5, the predictive value ( $r$ ) between psychosocial work environment and teachers' job

engagement of public secondary schools is 0.797, while the  $r^2$  is 0.606. This shows 60.6% variation in teachers' job

engagement could be attributed to psychosocial work environment. The  $F(1/804) = 225.693$  and the  $p$ -value of .000 is less than 0.05. Therefore, since the  $p$ -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, psychosocial work environment significantly predicts teachers' job engagement of public

secondary schools in Anambra State.

**Hypothesis Three:** Work environment (physical and psychosocial) does not significantly predict teachers' job engagement of public secondary schools in Anambra State.

**Table 6:** The Summary of Multiple Regression Analysis on Significant Prediction between Work Environment (Physical and Psychosocial) and Teachers' Job Engagement of Public Secondary Schools

Predictor	N	R	r <sup>2</sup>	F	P-value	Remark
Work Environment	804	.831	.698	432.097	.000	*S
*Significant						

Result in Table 6 indicated that the predictive value ( $r$ ) between physical work environment and teachers' job engagement of public secondary schools is 0.831, while the  $r^2$  is 0.698. This shows 69.8% changes in teachers' job engagement could be connected to physical work environment. The  $F(1/804) = 432.097$  and the  $p$ -value of .000 is less than 0.05. Therefore, since the  $p$ -value is less than the stipulated 0.05 level of significance, the null hypothesis was rejected. Therefore, work environment (physical and psychosocial) significantly predicts teachers' job engagement of public secondary schools in Anambra State.

### Discussion

The finding of the study revealed that physical work environment is a strong predictor of teachers' job engagement in public secondary schools in Anambra State. This agreed with the finding of Kamanja, Ogolla and Gichunge (2019) <sup>[8]</sup> which showed that physical work environment had a strong relationship with employee engagement. This finding also supported the earlier report of Nweke (2025) <sup>[12]</sup> which indicated that there was a strong positive correlation between physical work environment and teachers' job engagement. Good physical work environment creates safe and comfortable atmosphere that strongly encourage teachers' job engagement in public secondary schools in Anambra State. Provision and access of teachers to requisite facilities in work environment boost their morale to demonstrate strong job engagement in public secondary schools in Anambra State. It was also found that physical work environment significantly predicts teachers' job engagement of public secondary schools in Anambra State. This finding concurred with that of Nweke (2025) <sup>[12]</sup> who reported that there was a significant positive correlation between physical work environment and teachers' job engagement. Work environment with sufficient physical facilities and buildings with lightening and ventilation promote the overall well-being of staff which might contribute to the significant predictor of teachers' job engagement of public secondary schools in Anambra State. The result of the study revealed that psychosocial work environment is a strong predictor of teachers' job engagement in public secondary schools in Anambra State. This is in an agreement with the finding of Kamanja, Ogolla and Gichunge (2019) <sup>[8]</sup> which showed that psychosocial work environment had a strong relationship with employee engagement. This refuted the finding of Stephen, Tim and Diep (2020) indicated that there was a moderate relationship between psychosocial work environment and work engagement of employees.

The difference in geographical locations and participants could be responsible for the disagreement between the findings. Psychosocial work environment enables teachers to satisfy their social needs and develop a sense of belongings which induce motivation to exhibit strong job engagement in public secondary schools in Anambra State. Teachers can feel valued and comfortable in psychosocial work environment associated with respect, trust, collegial relationship and work autonomy which could explain the strong predictor of their job engagement in public secondary schools in Anambra State. Further result indicated that psychosocial work environment significantly predicts teachers' job engagement of public secondary schools in Anambra State. The empathy, compassion and support that teachers could receive in a good psychosocial work environment can significantly predicts their job engagement of public secondary schools in Anambra State.

It was found that work environment (physical and psychosocial) is a strong predictor of teachers' job engagement in public secondary schools in Anambra State. This affirmed the finding of Arunraja, Gokulnath and Jesena (2024) <sup>[4]</sup> which showed that there was a strong relationship between work environment and employees' job engagement. This supported the finding of Kamanja, Ogolla and Gichunge (2019) <sup>[8]</sup> which showed that psychosocial work environment had a significant relationship with employee engagement. Healthy work environment satisfies the physical, social and mental well-being of teachers which could contribute to the strong predictor of their job engagement in public secondary schools in Anambra State. A positive work environment creates good work condition and develop a sense of connection among staff which might contribute to the strong predictor of teachers' job engagement in public secondary schools in Anambra State. Further finding indicated that work environment (physical and psychosocial) is a strong predictor of teachers' job engagement in public secondary schools in Anambra State. Further result showed that work environment (physical and psychosocial) significantly predicts teachers' job engagement of public secondary schools in Anambra State. This is in line with the finding of Kemal, Usep and Dewi (2023) <sup>[9]</sup> noted that there was significant relationship between work environment and employees' job engagement. This upheld the finding of Arunraja, Gokulnath and Jesena (2024) which showed that there was a significant relationship between work environment and employees' job engagement. Healthy work environment enhances a culture of collaboration and instils a sense of safety that ultimately lead to the significant predictor of teachers' job engagement in public secondary schools in Anambra State.

## Conclusion

Based on the findings, it is concluded that work environment is a positive and significant predictor of teachers' job engagement of public secondary schools in Anambra State. A good work environment that offers physical, social and emotional supports to teachers can ultimately contribute to the positive predictor of their job engagement of public secondary schools in Anambra State. Teachers who are provided with well-equipped offices, accorded the necessary respect and recognized for diligently performing their duties can be motivated to strongly engagement in their job in public secondary schools in Anambra State.

## Recommendations

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

1. Government should provide more facilities to schools to build conducive physical work environment that improve teachers' job engagement.
2. Principals should enhance open communication, foster participatory decision-making, encourage staff to share their feelings and accord them with desired respect to create good psychosocial work environment that can significantly improve teachers' job engagement.

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