IJAAR PUBLISHING®

West African Journal of Interdisciplinary Research | ISSN: 3027-1878
Volume 4, Issue 1 (2026) | www.ijaar.org

RELATIONAL STUDY OF COMPONENTS OF WORK ENVIRONMENT AND TEACHERS' JOB COMMITMENT IN PUBLIC HIGH SCHOOLS

[1]OKHIAI, Mathew Ohi, [2]ASIYAI, Romina I. & [3]ANHO, Joseph E.
[1,2&3]Department of Educational Management and Foundations,
Delta State University Abraka, Nigeria

ABSTRACT

The study examined the relationship between work environment and teachers job commitment in Benue and Nasarawa States, Nigeria. Two research questions were raised and two hypotheses were formulated for the study. The study is a correlational study employed which adopted the ex-post facto research design. The study population comprised principals and teachers 296, 424 for Benue and 5071 and 5962 Nasarawa States respectively. The sample of the study comprised 1121 principals and teachers of public secondary schools in Benue and Nasarawa States. A self-developed questionnaire was used for the collection of data for the study. The instrument was validated by the supervisors and other lecturers in the Faculty of Education, Delta State University, Abraka. The reliability of the instrument was established through the use of Cronbach alpha statistics which yielded a coefficient of 0.88 and 0.80 for Work Environment and for Teachers' Job Commitment Scale respectively. The researcher with the help of four research assistants administered the instrument to the respondents. The data obtained were analyzed using coefficient of determination while the hypotheses were tested using Pearson Product Moment correlation at 0.05 level of significance. Based on the analysis the following findings were obtained; there is a significant positive relationship between principals' provision of instructional and physical facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools. Based on the finding of the study, recommendations were made among others that the ministry of education should improve on the work environment by maintaining a safe and clean school compound, providing adequate furniture and facilities, and promoting a respectful and inclusive culture.

Keywords: Work environment**,** Instructional facilities, physical facilities, teacher job commitment

https://doi.org/10.46654/hv76yp54

INTRODUCTION

The work environment in an educational institution encompasses a broad spectrum of physical, social, and cultural factors that shape the experiences of both teachers and students. The delivery of quality education is predicated on the availability of pleasant or conducive work environment. Students' academic achievement depends on teachers' job commitment. Chiyonka and Naidu (2013) defined work environment as an orderly environment in which the school members feel valued and able to pursue their dreams without concerns about disruptions and safety. This infers that the location of the school is germane when it comes to work environment. Teachers' job commitment would improve when adequate physical or infrastructural facilities including standard classrooms, workshops, library, laboratory, staff offices, furniture and other indicators of work environment are provided. Infrastructural or physical facilities foster teaching and learning in school thereby enhance the improvement of students' academic achievement. The availability of adequate physical facility boosts teachers' morale and greater commitment to school goals and objectives, values, vision and mission.

Instructional facilities are another feature of work environment. Instructional materials help to aid teaching and promote students' understanding of topics taught. When instructional materials are used to explain points during instruction, they add value to learning by making students excited to learn and stimulated in the learning process. Instructional materials help to make learning more exciting, interesting and foster active learning by teachers and students. They are the ingredients to effective teaching and learning.

School climate is another component of work environment. School climate is the perception held by education stakeholders most especially teachers and students about their school. Teachers and students' perception about their school could be pleasant or unpleasant and help to determine the commitment of teachers towards learning. According to Asiyai (2012), a school with a positive and pleasurable work environment must have enough instructional facilities for effective teaching and learning for improved students learning outcomes. A positive school climate is characterized by being motivating and supportive, having clear communication channels, adequate resources, and opportunities for professional growth and improved productivity.

Conducive work environment is known to enhance teacher morale, job satisfaction, and ultimately, student achievement. Naharuddin and Sadegi (2013) stated that workplace environment plays a crucial role in ensuring teachers' job commitment since it may impact teachers' morale and productivity. 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.

Commitment is a psychological attachment to an institution in which people give their loyalty to the institutional values and goals. Teacher commitment is the emotional bond teachers demonstrate toward their assigned responsibilities. Teacher commitment is one of the most essential elements that could facilitate the effective teaching required to enhance the academic achievement of students. As such, teachers with high level of commitment could make a difference to teaching and learning in the school system.

From Meyer and Allen model developed in 1997, job commitment in an organization, could be viewed in three major dimensions: continuance commitment; normative commitment; and affective commitment (Onukwu, Tiebebedigha & Okojide, 2020).

According to this model, affective commitment means an employee's emotional attachment to, identification with and involvement in the organization, while continuance commitment deals with one's awareness of the material and psychological costs associated with staying/leaving the present organization. The normative component is an employee's feeling of obligations towards the organization and the individual's moral belief that it is right and moral to continue within the organization (Onukwu, Tiebebedigha & Okojide, 2020). Among these, affective commitment is often considered the most desirable form of commitment, as it is associated with higher levels of employee engagement and overall positive organizational outcomes. Research has shown that teacher job commitment is a crucial factor in educational success. Committed teachers are more likely to remain in their positions, leading to greater continuity and stability in schools. Moreover, their enthusiasm and dedication have a direct impact on student motivation and achievement.

According to Akinwale & Okotoni (2019), factors that may determine teachers' job commitment in schools include; attractive salary, allowances, job security, relationship with colleagues and the availability of resources in schools. This study examines communication, time management, provision of incentives as predictors of teacher job commitment.

Statement of the Problem

There seems to be a serious concern among the stakeholders of secondary education such as the parents, students, community leaders and government about the low morale and noncommitment of teachers in public secondary schools in Benue and Nasarawa States to their job. The performances of students in both internal and external examinations among secondary school students in Benue and Nasarawa States seem not to be encouraging. In 2022 WAEC results for Benue state, the percentage of students who scored 5 credits and above including mathematics and English language is 47.02 and 44.61 for Nasarawa State. Such discouraging academic achievements by students seem to suggest that the students are left under the care of unhappy and non-committed teachers. Teachers with low commitment may not contribute meaningfully towards effective teaching needed to enhance the academic achievement of students. A glance at secondary schools in these States showcase that despite the government provisions to improve secondary schools, there still exist so many secondary schools in these States that have poor working environment, hardly inspects the quality of work done by teachers, and non-availability of resources. More so, secondary school students in Benue and Nasarawa States seem to perform below the expectations of stakeholders which could be an indicator of teachers' non-commitment. These factors may be attributed to inability of the principals to provide effective instructional leadership practices to facilitate the teaching and learning process as well as unavailability of conducive environment for teaching and learning process.

It is the duty of principal as the instructional leader to ensure quality and timely instructional delivery to facilitate teachers' job commitment through supervision and time management to foster coverage of scheme of work. Cases of inadequate coverage of scheme of work, teachers' persistent lateness, missing of their class lessons, absenteeism, poor and ineffective communication, poor interpersonal relationship, inadequate and excess workload and poor physical work condition are prevalent in these northern states of Nigeria. These problems may result from principal's poor instructional leadership practices of supervision and time management, curriculum and instruction, professional development to enhance teachers' job commitment as well as poor working environment. One therefore begins to ponder if instructional leadership practices and work environment relates to teachers' job commitment in secondary schools in Benue and Nasarawa States. It is therefore against this

background that this study sought to determine the correlation between work environment and teachers' job commitment in Benue and Nasarawa States of Nigeria.

Research Questions

This study provides answers to three questions:

1. What is the relationship between instructional facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools?
2. What is the relationship between physical facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools?

Research Hypotheses

Three hypotheses were tested at 0.05 significant level as follows:

1. There is no significant relationship between instructional facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools.
2. There is no significant relationship between physical facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools.

Literature Review

Humans are affected by their surroundings whether in the physical forms or it be a non-physical form. The literal meaning of work environment is the surroundings in which people work in for achieving goals of the organization. The work environment is the conditions, scenarios, settings, physical surrounding and social attributes within which employees perform their daily responsibilities. A broader definition of work environment was given by Ushie, *et al.,* (2015) to include manageable workload, effective communication channels and a secure atmosphere which boosts employees' engagement and productivity. Elujekwute, et al., (2021) saw work environment which is also tagged school environment as 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. Work environment connotes provision of a healthy environment where workers feel safe, secured, trusted so that they can perform their job comfortable. Areas of work environment are appearance and physical plant, students' interactions, faculty relations, attitude and culture among others. In a secondary school setting, work environment is the school environment, which is the invisible cord that connects multitude of activities that goes in the school. Studies have linked the school environment especially the work climate with academic achievement of students (Onafowope, et al., 2024).

According to Glassdoor Team (2022) there are several factors that contribute to a work environment such as leadership style employed by the leader which shapes the interaction between the superior and the subordinates, policies and procedures of the organization which influences employees behavior and methodologies of work, physical attributes such as the nature of the buildings, wall colours, architectural design, indoor air, lighting, office equipment, cleanliness and general ambience and social dynamics. Unconducive work environment creates ill feelings among members of the school and this could deter the attainment of goals and objectives (Ushie et al, 2015). The work environment goes a long way in influencing people's psych and attitude towards work.

Teacher commitment is their dedication and zeal that propels them to invest more time and energy in keeping up involvement in the school. This willingness of promoting the school creates motional link between teachers and the school which ultimately inspires teachers to seek ways to enhance teaching profession and establish an effective learning

environment to allow students to reach their targets. Commitment to teaching is a crucial factor to contribute to the achievement of students. Commitment is an internal force that drives teachers to teach effectively (Njoku, 2016). Passionate teachers via creating effective learning environments endeavor to increase learning potentials of their students. Teachers' commitment, according to Lauby (2019), can be described as the degree to which the employee feels devoted to their organisation.

Instructional materials include games, maps, pamphlets, textbooks, musical scores, and notebooks. Instructional materials can also include manipulative items for in-class lessons such as blocks, chalk, models, pencils, rulers, protractors, safety goggles, T-squares and art supplies and visual and audio-visual aids. The availability of instructional resources promotes effective teaching and learning activities in schools, while non-availability may affect the academic performance of the learners negatively. Akporehe and Asiyai (2022) stressed that facilities utilization is the practice of using school facilities such as classrooms, staffrooms, libraries, laboratories, school halls, lavatories, pitches, courts, and computer rooms for as many purposes as possible to bring about quality teaching and learning in the education system. For teachers to perform well in schools, a conducive working environment is necessary for effective teaching/learning process as well as the achievement of the school's goals. According to Ibezim (2024) school environment, which includes the classrooms, libraries, technical workshops, laboratories, teachers, quality teaching methods, school management etc. are important to the performance of teachers. Obona, Udokpan and Bepeh, (2024) lists some facilities needed for effective teaching and learning in schools such as classrooms, buildings, libraries, assembly halls, staff quarters, and play grounds.

RESEARCH METHODS

This correlation study employed the *ex-post facto* research design. The study population comprised all the public secondary schools in Benue and Nasarawa States, the principals and teachers. There are 296 and 424 public secondary schools in Benue and Nasarawa States respectively with 296 and 424 principals and 5071 and 5962 teachers respectively. Data collection tool was a questionnaire is titled 'Principals' Work Environment (PWES) and Teachers Job Commitment Scale' (TJCS), divided into two sections A & B. It contains8 items on ways instructional facilities as a component of work environment predict teachers' job commitment, and 8 items which focussed on ways physical facilities predict teachers' job commitment. And section B which contains 20 items on Teachers Job Commitment Scale (TJCS) to be responded to by principals. It was structured on a four-point rating scale of strongly agree SA = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. The instrument was subjected to face and content validity. The researchers ensured that the wording, formatting and structure of the instrument were clear, easy to understand and unambiguous for the target population. Cronbach alpha statistics which measure the internal consistency was applied for the determination of items reliability. The instrument was pre- tested on 20 principals and 20 teachers in schools not sampled by administering it to them and then using the responses obtained to determine the reliability using Cronbach alpha coefficient. The coefficient of 0.88 and 0.82 were obtained. The collected data were analyzed using coefficient of determination to answer research questions and Pearson Product Moment correlation to test the hypotheses at 0.05 level of significance.

RESULTS

The results of data analysis was presented in Tables and interpreted in line with the stated research questions and null hypotheses.

Research Question 1: What is the extent of relationship between instructional facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools?

Table 1: Relationship between instructional facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools

Variables	Benue State		Nasarawa State		Benue and Nasarawa States		R	r^2	r^2%	Remark
	Mean	SD	Mean	SD	Mean	SD	.797	.635	63.5	Positive relationship
Instructional facilities	2.94	.53	2.52	.48	2.63	.52				
Teachers' Job Commitment	3.14	.47	2.58	.63	2.91	.64				

Data in Table 1 shows relationship between instructional facilities and teachers' job commitment. The result shows that Benue State have a mean score of 2.94, SD = .53 for instructional facilities and mean score of 3.14, SD= .47 for teachers' job commitment. Nasarawa have a mean score of 2.52, SD = .48 for instructional facilities and mean score of 2.58, SD= .63 for teachers' job commitment. Benue and Nasarawa States were combined, they have a mean score of 2.63, SD = .52 for instructional facilities and mean score of 2.91, SD= .64 for teachers' job commitment. The computed r-value of .797 shows that there is a positive relationship between instructional facilities and teachers' job commitmentin Benue and Nasarawa States public secondary schools. The r^2 value of .635 revealed that instructional facilities relate to teachers' job commitmentin Benue and Nasarawa States public secondary schoolspositively by 63.5%.

Research Question 2: What is the relationship between physical facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools?

Table 2: Relationship between physical facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools

Variables	Benue State		Nasarawa State		Benue and Nasarawa States		R	r^2	r^2%	Remark
	Mean	SD	Mean	SD	Mean	SD	.932	.869	86.9	Positive relationship
Physical facilities	2.75	.73	2.81	.46	2.79	.54				
Teachers' Job Commitment	3.14	.47	2.58	.63	2.91	.63				

Data in Table 2 shows relationship between physical facilities and teachers' job commitment. The result shows that Benue State have a mean score of 2.75, SD = .73 for physical facilities and mean score of 3.14, SD= .47 for teachers' job commitment. Nasarawa has a mean score of 2.81, SD = .46 for physical facilities and mean score of 2.58, SD= .63 for teachers' job commitment. Benue and Nasarawa States were combined, they have a mean score of 2.79, SD = .54 for physical facilities and mean score of 2.91, SD= .64 for teachers' job commitment. The computed r-value of .932 shows that there is a positive relationship between physical facilities and teachers' job commitmentin Benue and Nasarawa States public secondary schools. The r^2 value of .869 revealed that physical facilities relate to teachers' job commitmentin Benue and Nasarawa States public secondary schools by positively 86.9%.

Hypotheses Testing

Hypothesis 1: There is no significantrelationship between instructional facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools?

Table 3: Pearson Correlation (r) of the relationship between instructional facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools

		Instructional Facilities	Teachers' Job Commitment
Instructional Facilities	Pearson Correlation	1	.797**
	Sig. (2-tailed)		.000
	N	889	889
Teachers' Job Commitment	Pearson Correlation	.797**	1
	Sig. (2-tailed)	.000	
	N	889	889

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

Table 3 revealed the Pearson r on the relationship between instructional facilities and teachers' job commitment. The table shows a significant relationship with r value of .797 and significance p=.000 at 0.05 level of significance. Therefore, the hypothesis which states that there is no significant relationship between instructional facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools was rejected. Thus, there is a significant relationship between principals' communication of goals and teachers' job commitment in Benue and Nasarawa States public secondary schools.

Hypothesis 2: There is no significantrelationship between physical facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools?

Table 4: Pearson Correlation (r) and Coefficient of Determination (r^2) of the relationship between physical facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools

		Physical Facilities	Teachers' Job Commitment
Physical Facilities	Pearson Correlation	1	.932**
	Sig. (2-tailed)		.000
	N	889	889
Teachers' Job Commitment	Pearson Correlation	.932**	1
	Sig. (2-tailed)	.000	
	N	889	889

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

Table 4 revealed the Pearson r on the relationship between physical facilities and teachers' job commitment. The table shows a significant relationship with r value of .923 and significance p=.000. at 0.05 level of significance. Therefore, the hypothesis which states that there is no significant relationship between physical facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools was rejected. Thus, there is a significant relationship between physical facilities and teachers' job commitment in Benue and Nasarawa States public secondary schools.

DISCUSSION

The Relationship Between Instructional Facilities and Teachers' Job Commitment

A significant positive relationship was found between instructional facilities and teachers' job commitment. Schools equipped with modern teaching aids, libraries, and

laboratories provide teachers with the necessary resources to effectively deliver lessons, leading to higher job satisfaction. This finding aligns with Egirigi, Asiyai & Biokoro (2024), who found that quality indicators such as instructional facilities are crucial in enhancing the teaching-learning process and improving student academic achievement. The finding further agreed with Azeez (2018) that appropriate use of instructional materials is considered important in teaching and learning at all levels of education because textbooks and other resource materials are basic tools. Adewale (2014) agreed that the quality and evaluative mechanism of any level of educational system is the performance of teachers and the number of good grades obtained by students in the subjects examined at the end of a terminal class. This finding on punctuality to school/classroom agrees with the findings of Adewale (2014) that; checking and monitoring of teachers' attendance is a guarantee for better quality which is positive with cooperation between Principals and Head of Departments. The finding supports the findings of Gokalp and Can (2018) that; classroom management is broader than the notion of student discipline. It includes all the things teachers must do to enhance student involvement and cooperation in classroom tasks and to establish a productive learning environment through punctuality at school/classroom.

The Relationship Between Physical Facilities and Teachers' Job Commitment

The study also established a significant positive relationship between physical facilities and teachers' job commitment. Well-maintained school buildings, adequate classrooms, and a safe learning environment contribute to teacher satisfaction and efficiency. This finding supports the study by Akinyele (2010), who opines that teachers are influenced by certain activities around their working environment. Which means that, a decent and a quiet working environment is a condition where individuals can do their job in an ideal, secure, healthy and comfortable manner.

Similar study by Aladetan (2019) found that school location in most secondary schools was poor and learning environment is not encouraging. The result revealed that that the extent of provision of physical facilities in public primary schools was moderate. Facilities such as conducive office spaces, pipe borne water and electricity were not adequately provided. This is in tandem with the finding of Elujekwute, Shir and Nnome (2021) who reported that teachers at times work under the most unsafe and unhealthy conditions like dilapidated physical buildings, outdated libraries, stinking abandoned classroom and broken furniture. This finding corresponds and concurs with Agi and Uba (2020) who found that teaching facilities including audio-visual materials were not only inadequate but absent in many secondary schools. Also, many of these teaching facilities were already in bad state and condition. The study further discovered that in many schools, books were inadequate and obsolete. This discovery aligns with earlier studies conducted by Dağlı and Gençdal (2019) and Sam-Kalagbor and Ezeala (2021), both of which underscored a significant positive correlation between the condition of physical facilities and teachers' commitment. These findings align with prior research by Souck *et al.,* (2017) and Malik *et al.,* (2020), emphasizing the pivotal role of well-maintained facilities in enhancing teacher commitment and, consequently, improving educational outcomes.

CONCLUSION

The study concluded that nature of the work environment in public secondary schools in Benue and Nasarawa States is moderately conducive for teaching and learning; there is a significant positive relationship between principals' provision of instructional and physical facilities, and teachers' job commitment.

RECOMMENDATIONS

Hence, the following recommendations were made**:**

1. The ministry of education should improve on the work environment for a better teachers**'** job commitment. This includes maintaining a safe and clean school compound, providing adequate furniture and facilities, and promoting a respectful and inclusive culture.
2. Governments and stakeholders should increase funding for instructional materials such as textbooks, lab equipment, ICT tools, and teaching aids to enable effective lesson delivery and boost teacher satisfaction.

REFERENCES

Adewale, O. S. (2014). The positive effect of selected technique of instructional supervision on students' academic achievement in secondary schools/high schools. *International Journal of Humanities and Social Science Invention, 3*(1), 22-26.

Agu, U.K. & Uba, T.L. (2020). Availability of educational resources for quality assurance in secondary schools. *British Journal of Education, 8* (3), 134-147

Akinwale, A. S. & Okotoni, C. A. (2019). Assessment of job commitment of secondary school teachers in Osun State, Nigeria. People: *International Journal of Social Sciences, 4*(3), 1553-1572.

Akporehe, D. A. & Asiyai, R. I. (2023). Principals' managerial skills and teachers' job performance: evidence from public secondary schools in Delta State, Nigeria. *European Journal of Education and Pedagogy*, 4(3), 78-84.

Aladetan, F. I. (2019). Principals' competence and teachers' effectiveness in public secondary schools in Ondo State, Nigeria (*Unpublished M.Ed. dissertation*). Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria.

Asiyai, R. I. (2012). Creating Positive Learning Environment in Nigerian School: Students, Teachers and School Administrators' Perceptions. *Journal of the Nigerian Academy of Education*, The Nigerian Academy of Education, 8(1), 69-81.

Azeez, H. O. (2018). *Utilization of Instructional Materials as Correlate of Business Education Students' Academic Performance in Financial Accounting* in Universities in Kwara State, Nigeria (Master's thesis, Kwara State University (Nigeria)

Chinyoka, K., & Naidu, N. (2014). Influence of home factors on the academic performance of girl learners from poverty-stricken families: A case of Zimbabwe. *Mediterranean Journal of Social Science*, 5(6), 223- 232.

Dağlı, A., & Gençdal, G. (2019). The relationship between physical conditions of school Facilities and perception of teacher commitment. *World Journal of Education 9*(2) 166-180.

Egirigi, Kemeasuode, Asiyai, Romina I. & B.O. Biokoro. (2024).Teacher quality indicators and academic achievement of public secondary school students in Anambra and Delta States, Nigeria. NAEAP Journal of Studies in Educational Administration and Management, 4(2), 127-140.

Elujekwute, E. C., Shir, J. N., & Nnome, C. I. (2021). Influence of home and school environments on students' academic performance in secondary schools in Nigeria. *Sapientia Foundation Journal of Education, Sciences and Gender Studies (SFJESGS), 3*(3), 209 – 226.

Gokalp, G., & Can, I. (2022). Evolution of pre-service teachers' perceptions about classroom management and student misbehaviour in an inquiry-based classroom management course. *Action in Teacher Education*, *44*(1), 70-84.

Malik, A., Elahi, H., & Shah, S. A. (2020). Relationship of Organisational Structure, Physical Facilities and Leadership Practices of Principals with School improvement: An

Evidence from Pakistan. *Sir Syed Journal of Education & Social Research,3(*2), 214-222.

Naharuddin, N. M., &Sadegi, M. (2013). Factors of workplace environment that affect employees' performance: A case study of Miyazu Malaysia. *International Journal of Independent Research and Studies*, 2(2), 66-78.

Obona, E. E., Udokpan, D. M. & Bepeh, M. F. (2024). Innovative administrative strategies and job commitment among teachers in public secondary schools in Calabar Municipality, Cross River State, Nigeria. *Trends in Educational Studies Journal (TRESJ), 16*(1), 24-41.

Onafowope, M. A., Egwunyenga, E. J. & Anho, J. E. (2024). Work climate and students' academic achievement in Catholic secondary schools in Ogun state, Nigeria. *International Journal of Education, Learning and Development*, 12(3), 37-47.

Onukwu, J.N., Tiebebedigha, F.P., & Okojide, A.C. (2020).Teachers' job commitment. Conceptualizing Meyer and Allen's multidimensional model in Bayelsa State secondary schools, *African Journal of Studies in Education*, 15(1), 73-84.

Sam-Kalagbor, V. O., & Ezeala, I. L. (2021). Dynamics of Organisational Reward System and Teaching Staff Morale in Public Senior Secondary Schools in Imo State, *Nigeria. European Journal of Education Studies,8*(2), pp. 28-30

Souck, N. E., & N.J.I., G. (2017). *The effects of school Facilities on internal efficiency*: The case of selected bilingual secondary

Ushie, E. M., Agba, A. M. Ogaboh & Chimaobi, O. (2015).Work Environment and Employees' Commitment in Agro-Based Industries in Cross River State, Nigeria *Global Journal of Human-Social Science*: C Sociology & Culture, 15(6), 196.