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WORK ENVIRONMENT AS PREDICTOR OF TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The purpose of the study was to determine extent work environment predicted teachers' job performance in public secondary schools in Anambra State. This study was carried out in Anambra State. The co-relational research design was adopted. Three education zones were covered. The population of the study comprised up of 4,025 public secondary school teachers in three education zones. The entire population in the selected three education zones was studied. Data for this study were collected by means of structured questionnaires developed by the researchers. The face validity of the questionnaire was established using the opinions of three experts. The questionnaires were pilot-test using 30 teachers in Enugu State in order to determine the reliability coefficient of the questionnaires. The Cronbach alpha method was used and it yielded 0.85 for the first questionnaire and 0.83 for the second one. Data were collected using the questionnaires administered personally by the researchers with the help of four research assistants. The Pearson Product Moment Correlation was used to answer research questions. The null hypotheses were tested using simple regression analysis. Findings indicated that work environment predicted teachers' job performance in public secondary schools. The analysis of data for the null hypotheses revealed that there is positive correlation between work environment and job performance of male and female teachers in secondary schools in Anambra State. Based on the findings, it was among others recommended that school management should build a work environment that attracts, retain and motivate teachers so that to help them work comfortable and increase organization productivity. Principals should also put in place a good working condition for their teachers in order to boost their morale and made them more efficient.

Keywords: Work Environment; Predictor; Teacher; Job Performance.

Introduction
In the school system especially the public secondary schools setting, there must be a principal who occupies a high status by virtue of his appointment as the school head. The vitality of the school rests with his functional leadership traits and the principal is expected to stimulate and invigorate the teachers and students to achieve the school goals and objectives. The principal has the primary functions of exhibiting effective instructional leadership for the improvement of diversified curriculum and quality of instructional programme for effective attainment of set school goals. According to

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Orlu (2013) the way principals perform the roles depicts the school environment.

School environment refers to the social, academic and emotional contexts of a school—the "personality" of the learning context— and how it is perceived by students, staff and community. It is influenced by a broad range of factors, from disciplinary policies to instructional quality to student and teacher morale. Depending on how it is being handled, school environment could be positive or negative.

According to Eric (2015), positive school environment creates an optimal setting for teaching and learning. A positive school environment is mainly a product of collective efforts of the students, the teachers, the principals and the community. It is built upon caring relationships among all participants—students, teachers, staff, administrators, parents and community members. According to Sunday (2012) warm morning greeting from the principal, for example, can help determine a teacher's mood for the day, just as a teacher's cheerful send-off at day's end can help motivate the student to do homework. Secondary school administration and learning in particular require a personal touch, and both fundamentally depend on the school environment.

A more positive school environment is created when all stakeholders feel they are contributing to the school's success (Daniel & Felix, 2014). This process begins with leadership and shared agenda, both clearly defined and clearly communicated. As observed by Mudassi, Norsuhaily and Ado (2015), leadership at its best is not confined to teachers and administrators but also involves parents and students in decision making and planning. From the discussion so far, the elements of the school environment are evident.

Adelabu and Akinwumi, (2018) identified four aspects of the school environment. They include physical environment, social environment, learning environment and work environment. A school's physical environment includes the environment inside and outside the school facility; that is, 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. According to Daniel and Felix (2014), the characteristics of the physical environment include the location, accessibility, safety, flexibility, scale and visibility. The physical environment sets the tone for social environment.

Social environment is defined as the process through which we recognize and manage emotions, establish healthy relationships, set positive goals, behave ethically and responsibly and avoid negative behaviours (Payton, 2021). Within the context of this research, social environment involves feelings of staff, students and other stakeholders towards the school, psychology, guiding and counselling, motivational talks and other aspects of classroom emotional climate (CEC). This kind of environment guarantees positive learning environment.

Learning environment has been emphasized as an essential requirement for smooth

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teaching and learning process to take place (National Teachers' Institute, NTI, 2008). This is because the feelings of staff members and their attitudes towards the school leadership and as well, students' study habits are to a large extent tied to it.

It is important to note that physical environment, social environment and learning environment are all evident in the work place, it is reasonable to argue that they find expression in the work environment. Work environment is the totality of conditions under which a person or a group of persons works or performs his or her duties. Work environment can be in form of physical environment, human environment and relationship with colleagues and administrators, interaction within the system and the general aura of the work climate. Nakpodia (2016) believed that in any educational arrangement, the success lies in the commitment of the teachers, But in Nigeria according to him, teachers who are the shapers of civilization are sentenced to perpetual decent poverty, it is only recently with the present democratic dispensation that the Nigeria teachers' salaries have been made reasonably attractive. Salaries and allowances however are not the only incentive for job satisfaction and commitment.

Kohun (2015), defined working environment as an entirely which comprises the totality of forces, actions and other influential factors that are currently and, or potentially contending with the employee's activities and performance. Working environment is the sum of the interrelationship that exists within the employees and the environment in which the employees work. Brenner (2014) was of the opinion that the ability to share knowledge throughout organizations depends on how the work environment is designed to enable organizations to utilize work environment as if it were an asset. This helps organizations to improve effectiveness and allow employees to benefit from collective knowledge. In addition he argued that working environment designed to suit employee's satisfaction and free flow of exchange of ideas is a better medium of motivating employees towards higher productivity. The focus of this study is on work environment. Work environment can be affected by gender.

The term "gender" refers to economic, social and cultural attributes and opportunities associated with being male or female. In almost all societies, women and men differ in their activities and undertakings, regarding access to and control over resources, and participating in decision-making Umoh (2003) identified gender as a social institution, cultural construct and power tool.
According to Rilay (2017), is the qualitative and interdependent character of women's and men's position in society. There is a danger to confuse "gender" with "women". Ostergaad (2012) posited that the concept of gender is not limited to the male or female species, but goes further to assess the relations between them. As are constantly being renegotiated in the context of changing political, economic, social and cultural environments at the local, national and supra national levels. This work therefore determined how gender related or influenced work environment in secondary schools.

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Statement of the Problem

An attractive and supportive work environment can be described as an environment that attracts teachers, encourages workforce capacity as well as performing effectively. The purpose of providing attractive work environment is to create incentives. In addition, supportive work environments provide conditions that enable teachers to perform effectiie1y, making best use of their knowledge, skills and competences and the available resources in order to provide high-quality services. In spite of the government and management of the school board to enhance efficiency among the teachers, there are still the challenges of insufficient of lightening, inability to put measure to ensure favorable temperate devoid of extreme cool or hot as well as overcrowding teaching and learning without enough space for special learning activities hence affecting the capacity of the teachers to perform their task adequately. This therefore informed the researchers to investigate the predictive powers of work environment over teachers' job performance in public secondary schools in Anambra state.

Research Questions

Two research questions guided the study.

1: What is the extent work environment predicts teachers' job performance in public secondary schools in Anambra State?

2: What is the extent work environment predicts job performance of male and female teachers in secondary schools in Anambra State?

Hypotheses

Two hypotheses were tested at .05 level of significance.

1: Work environment is not a significantly predictor of teacher's job performance in public secondary schools in Anambra State.

2: Work environment is not a significant predictor of performance of male and female teachers in public secondary schools in Anambra State.

Research Method

This study was carried out in Anambra State. The co-relational research design was adopted. Three education zones, namely Awka, Nnewi, and Onitsha were covered. The population of the study comprised up of 4,025 public secondary school teachers in three education zones selected through simple random sampling technique. This included 1,694 teachers from Awka, 937 teachers from Nnewi, and 1,394 teachers from Onitsha education zones respectively, (Post Primary Schools Service Commission Awka, 2021). The entire population in the selected three education zones was studied. Data for this study were collected by means of structured questionnaires developed by the researchers. The first questionnaire is titled "Work environment Questionnaire" (WEQ) while the second instrument is titled "Teachers Job Performance Questionnaire (TJQ). The face validity of the questionnaire was established using the opinions of three experts: two from educational management and one expert from measurement and evaluation, all from Faculty of Education, Nnamdi Azikiwe University, Awka. The questionnaires were pilot-test using 30 teachers in Enugu State. The reliability coefficient of the questionnaires using Cronbach alpha coefficient method yielded

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0.85 for the first questionnaire and 0.83 for the second one. Data were collected using the questionnaires administered personally by the researchers with the help of four research assistants. The Pearson Product Moment Correlation was used to answer research questions. The research questions were interpreted using the real limit of numbers of:

0.10 - 0.39 Weak relationship
0.40 - 0.59 Moderate relationship
0.60 - 0.99 Strong relationship

The null hypotheses were tested using simple regression analysis. In interpreting the values of the null hypotheses, when p-value was less than or equal to 0.5 ($P \leq 0.5$), the null hypothesis was rejected and when the p-value was greater [than 0.5 alpha level ($P > 0.05$), the null hypothesis was not be rejected.

Presentation of Results

Research Question 1: What is the extent work environment predicts teachers' job performance in public secondary schools in Anambra State?

Table 1: Pearson's Analysis of Extent Work Environment Predicted Teachers' Job Performance in Public Secondary Schools

Variables	N	R	P
WORK ENVIR.	4,025	620**	0.000
TEACHERS' JOB PERF.	4,025		

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

The results in table 1 revealed that the calculated value of correlations is 0.620% while the (P) value of 0.000 is less than 0.05 alpha level of significant. This implies that work environment predicted teachers' job performance in public secondary schools. This means that environment can lead to increase in the teachers' job performance in secondary schools in Anambra State.

Research Question 2: What is the extent work environment predicts job performance of male and female teachers in secondary schools in Anambra State?

Table 2: Pearson's Analysis of Extent Work Environment Predicted Male and Female Teachers' Job Performance in Public Secondary Schools

Variables	FEMALE	MALE	N	R	P
WORK ENVIR.	2,950	1,075	4,025	740**	0.000
TEACHERS' JOB PERF.					

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

Results in table 2 showed that there is positive correlation between work environment and job performance of male and female teachers in secondary schools in Anambra State. As indicated in the table, the p-value of 0.000 is lower than the 0.05 alpha level significance with the correlation value of .740 (r = 74, p = .000). This means that

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environment predicts job performance of male and female teachers in secondary schools.

Hypothesis One: Work environment is not a significantly predictor of teacher's job performance in public secondary schools in Anambra State.

Table 3: Regression Analysis of Extent Work Environment Predicted Teachers' Job Performance in Public Secondary Schools

Variables	N	Coff	a level	DF	t-test	P	Decision
Work Env.	4,025	0.476	0.05	60	45.00	0.000	
Trs. Job Perf.	4,025	0.559	0.05		18.17	0.000	Significant

F = 14.902, r^2 = .617, adjusted r^2 = .616, dw = 1.7

Results in table 3 showed the simple regression analysis which revealed that the t-value of work environment is 18.17 and probability value of 0.000 which is less than the 0.05 alpha level of significance. This shows that work environment significantly predicted job performance of teachers in secondary schools.

Based on the results, the null hypothesis is rejected while the alternative is not rejected. This means that work environment significantly predicted job performance of teachers in secondary schools.

Hypothesis Two: Work environment is not a significant predictor of performance of male and female teachers in public secondary schools in Anambra State.

Table 4: Regression Analysis of Extent Work Environment Predicted Male and Female Teachers' Job Performance in Public Secondary Schools

Variables	N	Coff	a level	DF	t-test	P	Decision
Work Env.	4,025	0.488	0.05	601	17.08	0.000	
Trs. Job Perf.	4,025	0.048	0.05		2.16	0.004	Significant

F = 9.359, r^2 = .70, adjusted r^2 = .70, dw = 1.8

Results in table 4 showed outcome of simple regression analysis on extent work environment predicted job performance of male and female teachers. The results indicated that work environment significantly predicted job performance of male and female teachers in secondary schools. Critical t = 2.16, p = 0.004. The f-test of 9.359 showed the overall statistical significance of the results which implies that the dependent variables predicted independent variable in the study. T-test = 2.16 (0.004) measured the individual statistical significant of the variables. Accordingly, work environment predicted job performance of male and female teachers in secondary schools in Anambra State.

Discussion of Findings

The first finding of the study indicated that work environment significantly predicts

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teachers' job performance in secondary schools. This finding of the study is very revealing. The finding revealed that, for the attainment of a high level of efficiency, secondary school teachers are expected to participate regularly in professional development activities. These activities may be intended to help teachers to learn new teaching methods, broaden their subject matter content knowledge) or stay informed of changing policies, among other purposes. Researchers have identified several features, of professional development that have been correlated with change in teacher knowledge and instructional practices. All these work environment variables are very relevant for enhanced teachers' job performance.

The findings of this study is corroborated the findings of Deci and Gagne (2005) that there is a strong relationship between work environment and job performance. Also, the result of study on using positive work environment as panacea for employee retention and turnover in selected public and private sector organizations in the Eastern Cape Province by Samuel (2008) showed that employees in both the public and private sector organizations were motivated to a very large extent by a combination of intrinsic and extrinsic factors which in turn affect performance.

The finding in research four revealed that work environment predicted teachers' job performance of male and female teachers in secondary schools in Anambra state. An attractive and supportive working environment provide conditions that enable employees to perform effectively, making best use of their knowledge, skills and competences and the available resources in order to provide high-quality of organization service. McCoy and Evans (2005) stated that the elements of working environment need to be proper so that the employees would not be stressed while getting their job done.

Conclusion

Based on the results of testing the hypotheses and the discussion of the results of the research that has been done, it can be concluded that working environment plays a vital role in motivating employees to perform their assigned job. The ability to attract, keep and motivate high-performance is becoming increasingly important in today's competitive organizational environments. The study also revealed that teachers' working environment affects their productivity greatly. Therefore it is the responsibilities of the school organization to provide friendly working environment which will influence teachers to work comfortable and perform their job.

Recommendations

i. School management are to build a work environment that attracts, retain and motivate teachers so that to help them work comfortable and increase organization productivity.
ii. Teachers' promotions should be a regular process in order to motivate them to higher productivity.
iii. The school organization should have a good program in place for teachers' work life balance as this can be a great factor to motivate and retain them.
iv. Principals should make available adjustment and flexible furniture to all workers in order to make them more comfortable. This in the long run keeps the teachers healthy.

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v. Principals should have in place a good working condition for their teachers in order to boost their morale and made them more efficient. An example is making their benefit programs to suit teachers.

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