

# Effect of Work Environment on Teacher Commitment to Duty in Selected Secondary Schools of South Eastern Nigeria

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## Abstract:

Employers are sometimes baffled when their high rated employees under-perform and others work and leave. The objective of this study was to investigate the Effect of Work Environment on Teacher Commitment to duty in selected Secondary Schools of South Eastern Nigeria, with emphasis on Nsukka metropolis. Teachers are important components of a work process and have to be given the necessary facilitation for effective and efficient service delivery. The study employed field survey research design. Population of this study was 156 teaching staff of the selected secondary schools in Nsukka metropolis. The sample size of the study was 112 respondents from the selected schools. Primary data were collected through questionnaire from the sampled schools. Correlation Pearson Co-efficient and multiple regression techniques were employed to analyse the collected data. The results revealed that interpersonal relationship, workload and physical working condition determine teacher's commitment level. While communication though has positive effect on commitment level, does not significantly determine the commitment level of the teachers. The study recommends that to ensure high commitment level of teachers, adequate attention must be paid to the work environment like interpersonal relationship, workload and physical work condition as these are important factors that trigger the commitment level of the teachers and by so doing, the overall organizational performance is guaranteed.

## Keywords:

Work Environment, Employees' Commitment, Communication, Interpersonal Relationship, Workload, Physical Environment

## 1. Introduction

Human beings are very complex in their psychological make-up and hence, managers cannot influence teachers' inner state directly but can create work environment that encourages commitment, thus resulting to optimum performance.

Workplace environment plays a crucial role in ensuring teachers' job commitment since it may impact teachers' morale and productivity [1]. 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 [2].

Teacher commitment is the desire to work and remain in the organization. Teacher commitment is of critical importance to the success of an organization since it influences the key employee related variables such as absenteeism, low productivity, low morale, teacher turnover and other negative tendencies [3]. However, the level of cooperation desired to achieve organizational goal demand a deliberate and fortified work environment for both the management and workers. This is because both the management and teachers are the stakeholders and are the most valuable and the least easy to understand and control [4]. In the selected private secondary schools in Nsukka metropolis, some teachers are not committed to their jobs due to work environmental factors like communication, interpersonal relationship, workload and physical work condition. There is communication gap between the employers and employees. Also, the interpersonal relationship among the workers is not cordial as the teachers are living in fear because they do not know the new policy which may come up from the management. Thus teachers feel unsecured which affects their commitment level. In addition, the workload given to some teachers are too much compared to others. However, less workload results to redundancy which leads to absent seem and laziness hence reducing commitment level of teachers. While over workload has long term effect like illness which also reduces teacher commitment. Some selected private secondary schools in South Eastern Nigeria, Nsukka metropolis particularly, also lack facilities like office space for cross ventilation, no light, no laboratory equipment, no adequate toilets and first aid facilities to make the teachers comfortable. Some schools lack good and adequate classrooms to facilitate learning, thus affects commitment level of the teachers.

Work environment involves a very broad category that encompasses the physical setting (e.g. heat, equipment), characteristics of the job itself (e.g. workload, task complexity), broader organizational features (e.g. culture) and even aspects of the extra organizational setting e.g. work-home relationships and employer and employee relationship [3]. This means that work *environment* is the setting and conditions in which employees work. There are many workplace environmental factors that determine teachers' commitment. Such factors include; communication flow, interpersonal relationship, workload and physical work condition which provide powerful determinant of teacher's commitment. These factors were chosen in this study because they are costly to the schools and the teachers. They are costly to the schools because they lead to low commitment. The factors are also costly to the teachers because they lead to negligence of duties, low morale and absent seem. Other work environmental factors that lead to teacher commitment are; job stress, job attitude, noise, job aid, performance feedback, attractive furniture and fittings, quality of work life, training and development, security and incentives. However, when these factors are missing, the teachers go to work only for a check and are present at work in body only leaving their minds outside the gate. It is the quality of the teacher work environment that must determine their level of commitment and consequently on

performance. Generally, good work environment enables the teachers to carry out their jobs effectively and efficiently [5]. But, poor work environment hinders the teachers from performing to the best of their abilities. Like in any organization, effective work environment like communication, inter personal relationship, workload and physical work condition in schools can be instrumental to teachers because, it enhances as well as boosts both the effective performance of the teachers and the students [6]. This implies that teachers perform at optimum level towards fulfilling the aims and objectives of the organization when they work in a good environment. On the other hand, poor work environment affects teacher commitment to their jobs. They display negative attitude to work through aggression, hostility, turnover rate, lateness to work, and high rate of absenteeism as well as performing below expectation due to lack of commitment [2]. It is against this background that this study tends to investigate the effect of work environment on teachers' commitment in the selected secondary schools in South Eastern Nigeria, with particular emphasis on Nsukka metropolis.

### ***1.1. Statement of the Research Problem***

Following the high level of decadence that pervades the Nigerian educational system; discerning parents have continued to seek alternative means of preparing their wards for life challenges. The reasons for private participation in the establishment of school at whatever levels of the educational system in Nigeria today are not farfetched. The bid to restore the moral training that had faded away in Nigeria educational system motivated the proprietor to invest in education. People are increasingly enrolling their children in private schools where they assume the standard of teaching is high and sustained. Private schools are schools which the owners can start with their own personal buildings, rents or acquire through inheritance. It is also a school which an individual can start with his personal savings or loan. The quest for education in private schools has been on the increase following the fall in the standard of education in Nigeria since the late 1970s [7]. However, some owners of private schools are seen to be helplessly watching their schools collapsing due to work environmental factors like poor and ineffective communication, poor interpersonal relationship, inadequate and excess workload and poor physical work condition. The teachers are not giving accurate and timely information to enable them carry out their jobs as and at when due. The relationship between the managers and the teachers is not cordial. The teachers are not involved in decision making in order to discuss issues affecting them and the schools. Some teachers are giving inadequate workload while others are giving excess which affect their commitment level. The public are also fast losing confidence in some private schools. The standards and qualities of education have fallen so dangerously because of poor work environment which results to low commitment by teachers. Additionally, employers are sometimes baffled when their high rated teachers perform below expectations and others will work and leave. Management fails to understand why some teachers are not committed to the organization even though they have proactively implemented fair compensation policies and other benefits that motivate and retain them [3]. However, it can be costly if teachers are not committed to their jobs especially if they lack the motivation in their work environment to exercise their full potentials. Moreover, Ushie et al [3] state that the environments where people work, especially in Nigeria is unsafe and unhealthy. Generally, previous researchers have carried out related empirical studies on work environment related factors such as; [8, 9, 10, 5, 3]. The findings of these

studies may not be generalized because of inconsistencies in findings. Also there is scanty of study that addressed the effect of work environment on teacher commitment in secondary schools in South Eastern Nigeria. It is based on this problem that this study tends to investigate the effect of work environment on teacher commitment in selected private secondary school in South Eastern Nigeria with particular emphasis on Nsukka metropolis.

Based on the research problem, the following research questions were raised:

- i. To what extent does communication effect teacher commitment to duty in secondary schools of South Eastern Nigeria, Nsukka metropolis particularly?
- ii. To what extent does interpersonal relationship effect teacher commitment to duty in secondary schools of South Eastern Nigeria, Nsukka metropolis particularly?
- iii. How does workload effect teacher commitment to duty in secondary schools of Nsukka metropolis?
- iv. To what extent does physical work condition effect teacher commitment to duty in secondary schools of Nsukka metropolis?

Based on the questions raised, the following hypothetical statements were formulated.

H<sub>01</sub>: Communication has no significant effect on teacher commitment to duty in secondary schools of South Eastern Nigeria, Nsukka metropolis particularly.

H<sub>02</sub>: Interpersonal relationship has no significant effect on teacher commitment to duty in secondary schools of South Eastern Nigeria, Nsukka metropolis particularly.

H<sub>03</sub>: Workload has no significant effect on teacher commitment to duty in secondary schools of Nsukka metropolis.

H<sub>04</sub>: Physical work condition has no significant effect on teacher commitment to duty in secondary schools of Nsukka metropolis.

## **2. Literature Review**

### ***2.1. Conceptual and Theoretical Framework***

#### ***2.1.1. Work Environment***

Opperman in Yusuf and Metiboba [8] define work environment as a composition of three major sub-environments which include the technical environment, the human environment and the organizational environment. According to them technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements of the workplace. The human environment includes the peers, orders with whom employees relate, team and work groups, interactional issues, the leadership and management. The human environment can be interpreted as the network of formal and informal interaction among colleagues; teams as well as boss-subordinate relationship that exist within the framework of organizations. Such interaction (especially the informal interaction), presumably, provides avenue for dissemination of information and knowledge as well as exchange of ideas among teachers. The third type of work environment is organizational environment which includes systems, procedures, practices and values which operate under the control of

management [8]. This implies that work environment is the sum of the interrelationship that exists among the employees and the employers and the environment in which they work.

Work environment is often described as good or bad [5]. The researcher states that a good environment is a place where the workers feel at ease and appreciated. Workers in these sorts of environments are often more productive and happy. A bad work environment is a location where the workers feel under-appreciated, threatened or unsettled. Due to the nature of these environments, there is often a high worker turnover rate, and the workers typically fail to live up to their potentials. A positive work environment makes teachers feel good about coming to work, and this provides the motivation to sustain them throughout the day. A healthy work environment not only boasts teachers' commitment but also improve the health and wellness of teachers, employers, students and the communities [5]. This means that happy teachers are committed to their jobs, thus leads to high productivity.

### ***2.1.2. Teacher Commitment***

Yusuf & Metiboba [8] define teacher commitment as a psychological state that characterizes the teacher's relationships with the organization and has implications for the decision to continue or discontinue membership in the organization. Teacher commitment therefore entails attitude or orientation of teachers towards the organization which links or attaches the teacher to the organization. Yusuf & Metiboba [8] also opine that teacher commitment is a process whereby the goals of the individual or worker are increasingly integrated with that of the organization. Teacher commitment entails three components – workers' readiness to exert effort on behalf of the school; workers' acceptance of school goals and values; and workers desires to remain with the school [11]. Teachers are therefore believed to experience this commitment in three bases, or mind-sets that play a role in shaping behavior: affective (commitment based on emotional ties the teacher develops with the school primarily via positive work experiences), normative (bond between the employer and teacher especially after sponsorship for training) and continuance (commitment based on perceive high costs of losing organizational membership, including economic costs (such as pension accruals) and social costs (friendship ties with co-workers) that would be incurred, such teacher remains a member of the organization[8]. These three types of commitments implies that teachers should be committed to their jobs and school they are working because they have emotional affinity to, or because they may perceive high cost of leaving, or because they feel obliged to.

### ***2.2. Work Environment and Teacher Commitment***

Work environment significantly influences teacher commitment [12]. Committed teachers who are highly motivated in terms of conducive work environment contribute their time and energy to the pursuit of school goals and are increasingly acknowledged to be the primary asset available to the school [3]. They provide the intellectual capital that for many schools, have become their most critical asset. Furthermore, teachers who share a commitment to the school and their collective wellbeing are more suitable to generate the social capitals that facilitate school learning. Ribelin in Ushie, et al [3] noted that it is therefore, important for schools to know the aspects that play important role or have big impact in boosting the commitment of their teachers.

Ali & Zia [13] opine that a positive work environment makes teachers' feel good about coming to work and this provides the motivation to sustain and increase commitment. Akintayo [14] posits that keeping teachers happy and committed requires frequent and open communication. Ushie, et al, [3] states that un-conducive work environment creates a feeling of un-fulfilment, inhuman treatment and neglect for the workers and with this feeling; they cannot really put in their best. The researcher opines that when a worker fails to find his work fulfilling and satisfying, it lead to boredom, reduced efficiency, fatigue, frustration and dependency, thus low commitment.

### ***2.3. Communication and Teacher Commitment***

Caldwell in Pascal and Epiphany [15] defines communication as one in which information is widely-dispersed and there are uninhibited flows of communication up, down and across the school. The researcher posits that information provided to teachers which is narrow in scope, restricted to the task at hand, or disjointed and unrelated does not assist in the promotion of commitment to the staff. On the other hand, the researcher states that communication which is open, interactive, persuasive, coordinated, and integrated is much more likely to promote staff commitment. This study operationally defines Communication as a two-way process of reaching mutual understanding in which participants not only exchange information, news, ideas and feelings but also create and share means thus, encouraging commitment.

Communication has an effect on work commitment in a very similar way [16]. They express that satisfaction from organizational communication is an intermediate variable in influencing work commitment. This means that in organizations where organizational communication is more continuous and open, work commitment is higher.

### ***2.4. Interpersonal Relationship and Teacher Commitment***

Interpersonal relationship is the social link between two or more persons [17]. Maxwell in Obakpolo [17] equally sees interpersonal relationship as anything that brings two persons together to make them remain in the context of relationship. Such things may be common interest like desire, aspiration or a goal. When interpersonal relationship is born from any of these, if it is fed and nurtured, it grows but if neglected, it deteriorates and dies. Developing interpersonal relationship is a serious business that yields dividends to those committed to it [17]. This means that interpersonal relationship is the social association, connection or affiliation between two or more people. This study operationally defines interpersonal relationship as a strong association among individuals working together in the same organization.

### ***2.5. Workload and Teacher Commitment***

Workload is defined as the quantity of work completed by a teacher in a certain amount of time [18]. Khan, Azhar, Parveen, Naeem & Sohail [19] see workload as the total amount of time a teacher devotes to his work. Also, Ali, Abdiaziz & Abdiqani [20] define workload as the extent of processing capacity that is expended during the performance of a task and thus involves the interaction between resource supply and task demand. This implies that workload is determined by the relationship between task demands, the circumstances under which that task takes place and the perceptions, actions, skills and knowledge of the individual performing the task. The task demands

may include physical actions and cognitive tasks [20]. Increased workload can improve short-term productivity, but it can increase long-term costs, as stress and illness among teachers lead to poor judgments and poor commitment [21]. This means that workload increases short term commitment, but decreases long-term commitment. Due to limited resources, like restricted budget and staffs, schools might not be able to hire a sufficient number of teachers. For this reason, the schools give the teachers responsibilities that are not included in their job descriptions, thus increasing the workload [21]. This study therefore operationally defines workload as the perception of having many things to do in your workplace.

### **2.6. Physical Work Conditions and Teacher Commitment**

Physical work environment includes some factors, which contribute either positively or negatively to ensure teacher commitment [20]. Kyko in Oludeji [22] believes that working conditions that constitute toxic environment includes hot and noisy environment, unsafe work conditions, dirty work environment, insufficient resources, old technology and old machinery. Whereas, McGuire & McLaren, [23] posit that an organization's physical environment especially its design and layout can affect teacher behaviour in the workplace.

However, the factors that contribute either positively or negatively to teacher commitment are temperature, humidity and air flow, noise, lighting, teacher personal aspects, pollution and hazards in the working environment [22]. According to Yesufu in Ali, Abdiaziz & Abdiqani [20] 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 teacher 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 will 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.

### **2.7. Theoretical Framework**

This study is based on the Human Relations Theory. Human Relations Theory was developed by Elton Mayo and others (1888-1949) as cited in Onday [24]. The theory believe in the importance of recognizing human beings and their needs as paramount in achieving organizational commitment and high productivity. Human relations theory emphasizes the fact that participation aids management in integrating workers with the organization. Both managers and employees can realize goal and attain stronger commitment and satisfaction. The theory asserts that, there are many needs which employees expect the managers to satisfy. These include conducive work environment, such as effective and timely communication, interpersonal relationship, workload, physical working condition and motivation, to enhance commitment which leads to high productivity. Thus workplace environment affects employees' commitment in organizational. Onuka [12] asserts that human relations school also believe that effective communication facilitates employees' commitment and participation in decisions that affect them in the work place. This is because people

are the main factor of production and unless they have conducive work environment and committed to their work, the organization will die overtime.

### 3. Research Methodology

#### 3.1. Research Design and Population of the Study

This study employed survey research design. Data was obtained through questionnaire. The survey research involves gathering of data from selected sample drawn from the entire population to meet the research objective. The population of this study is 156 teaching staff in the selected private secondary schools in Nsukka metropolis. The justification for selecting six private secondary schools is because these schools are the most reputable and recognized private secondary schools in Nsukka metropolis in terms of moral and academic performance. Also, these six schools were chosen because they have adequate population needed to carry out this research.

*Table 1. The table below shows the breakdown of the population of each school.*

|   | Name of Secondary School              | Total No. of Teachers | Source   |
|---|---------------------------------------|-----------------------|--|
|   | Queen’s College, Nsukka               | 30                    | Staff Nominal Roll as at 2 <sup>nd</sup> April, 2017.  |
| 2 | Urban Girls Secondary School, Nsukka  | 25                    | Staff Nominal Roll as at 8 <sup>th</sup> April, 2017.  |
| 3 | St. Theresa’s College, Nsukka,        | 32                    | Staff Nominal Roll as at 18 <sup>th</sup> April, 2017. |
| 4 | Nsukka High School, Nsukka            | 22                    | Staff Nominal Roll as at 24 <sup>th</sup> April, 2017. |
| 5 | Opi Boys High School, Nsukka          | 20                    | Staff Nominal Roll as at 28 <sup>th</sup> April, 2017. |
| 6 | Isienu Girls Secondary School, Nsukka | 27                    | Staff Nominal Roll as at 20 <sup>th</sup> July, 2017.  |
|   | <b>Total</b>                          | <b>156</b>            |  |

#### 3.2. Sample Size and Sampling Technique

The Yamane sample selection formula as cited in Israel, [25] was applied in arriving at the sample size which is stated as follow:

$$n = \frac{N}{1 + N(e)^2}$$

Where  
 n = Sample size  
 N = Population of the study  
 e = Precision Level

Therefore,

$$n = \frac{156}{1 + 156(0.05)^2}$$

$$n = \frac{156}{156}$$

$$n = \frac{1+156 \times 0.0025}{1+0.39}$$

$$n = \frac{156}{1.39}$$

$$n = 112$$

The required sample size is 112. However we increased it to 120 by adding extra 10%, because according to Isreal [25] 10% to 30% could be added as addition sample to make up for some that may not be returned valid. Thus, 10% of 112 = 8 + 112 = 120.

Questionnaires were administered to 120 teachers of the selected private secondary schools in Nsukka metropolis. The questionnaire consists of two main sections. Section A consists of demographic variables, including gender, age, marital status, educational qualification and year of experience. Section B consists of questions in respect to measurement of independent and dependent variables of the study.

### 3.3. Data Analysis Technique

Pearson correlation was used to determine the relationship between the independent variables under study and regression analysis was used to determine the effect of work environment on teacher commitment. The appropriate level of significance of (0.05) was used to accept or reject the null hypotheses. Therefore, the decision rule is that;

The null hypothesis is rejected if the P Value is at or less than 5% (0.05) level of significance from the regression output.

The null hypothesis is accepted if the P Value is more than the 5% (0.05) level of significance from the regression output.

### 3.4. Validity and Reliability of the Instrument

In order to measure the internal reliability of the questionnaire instrument, Cronbach's alpha reliability statistics test was conducted on effective communication, interpersonal relationship, workload and physical working condition. According to Sekaran [26] a cronbach's alpha co-efficient greater than 0.5 is deem to be accepted. Also, the Chronbach Alpha computed for each of the variables revealed the nature of the reliability of the instrument owing to the fact that the Alpha level is above 60% as the optimal region often time recommended by researchers[27]. The result for each is further presented below:

*Table 2. Cronbach Alpha Co-efficient.*

| Variable | Cronbach Alpha | No of Items |
|----------|----------------|-------------|
| TC       | 0.858          | 4           |
| C        | 0.600          | 3           |
| IR       | 0.899          | 5           |
| W        | 0.68           | 2           |
| PWC      | 0.674          | 4           |

Source: SPSS Output (2017)

As can be seen from table 2 employee commitments had an alpha value of 0.858, communication scored 0.600, interpersonal relationship scored 0.899, workload scored 0.68, and physical working condition scored 0.674. This implies that the instrument used therein to explain the level of interaction between the dependent and independent variables were reliable enough having scored above 0.60.

### 3.5. Model Specification

Correlation and regression analysis were employed in analysing the data. Correlation was used to measure the level of relationship between communication, interpersonal relationship, workload and physical work condition. While, multiple regression was used to determine the effect of communication, interpersonal relationship, workload and physical work condition on teacher commitment. The general representation of the model is as follows:

Teacher Commitment = F (Determinants)

$$TC = a + b_1C + b_2IR + b_3 W + b_4 PWC + E$$

Where, TC = Teacher Commitment

C = Communication

IR= Interpersonal Relationship

W = Workload

PWC = Physical Working Condition

a = Intercept

E = Error Term

$b_1 - b_2$  = Coefficient of Correlation

### 3.6. Measurement of Variables

In the study, 6- items each were adapted for teacher commitment, communication, interpersonal relationship, workload and physical work condition. All the respondents rated themselves on 6-items using 5-point likert scale ranging from 1 strongly disagrees, 2 disagree, 3 neutral 4 agree and 5 strongly agree. The table below shows the measurement of variables, measurement scales and sources.

**Table 3. Measurement of Variables.**

| Variables                    | Measurement Scales   | Sources           |
|------------------------------|----------------------|-------------------|
| Teacher Commitment           | 5 Point Likert Scale | Meyer & Allen[30] |
| Communication                | 5 Point Likert Scale | Lynn [32]         |
| Interpersonal Relationship   | 5 Point Likert Scale | Linguli [5]       |
| Workload                     | 5 Point Likert Scale | Dibbon [31]       |
| Physical Working Environment | 5 Point Likert Scale | Gitahi et al [31] |

Author's Compilation (2017)

## 4. Data Presentation and Analysis

#### 4.1. Data Analysis

Data for this research were collected using questionnaire. The table 4. below showed the copies of questionnaire administered to the teaching staff of the selected private secondary schools in Nsukka metropolis. It also showed the number of copies of questionnaire retrieved and their percentages.

*Table 4. Administration of Questionnaire.*

| Category of Staff | Number of Questionnaire Administered | Number Retrieved | Percentage (%) |
|-------------------|--------------------------------------|------------------|----------------|
| Master's Degree   | 20                                   | 20               | 17.86%         |
| First Degree      | 56                                   | 56               | 50%            |
| NCE               | 36                                   | 36               | 32.14%         |
| <b>Total</b>      | <b>120</b>                           | <b>112</b>       | <b>100%</b>    |

Source: Field Survey (2017)

The table 4 above shows how copies of questionnaire were distributed to the teachers in the selected private secondary schools in Nsukka metropolis. It also shows the number of copies of questionnaire administered and the numbers filled and returned correctly. One hundred and twenty (120) copies of questionnaire were administered in the schools in order to get adequate number of respondents. One hundred and twelve (112) copies of questionnaire were retrieved and filled appropriately for analysis.

*Table 5. Correlations Matrix.*

|                     |     | TC    | C     | IR    | PWC   | W     |
|---------------------|-----|-------|-------|-------|-------|-------|
| Pearson Correlation | TC  | 1.000 |       |       |       |       |
|                     | C   | -.128 | 1.000 |       |       |       |
|                     | IR  | .529  | .021  | 1.000 |       |       |
|                     | PWC | .610  | .142  | .461  | 1.000 |       |
|                     | W   | .645  | -.448 | .263  | .265  | 1.000 |

Source: SPSS Output (2017)

Pearson correlation result reveals the relationship between the independent variables. As can be seen from the above result, interpersonal relationship, physical working condition and work load correlate perfectly as evidenced by high coefficients of 0.529, 0.610 and 0.645 while communication showed a negative and weak correlation. The result shows that physical working condition, interpersonal relationship and workload relate positively while, communication relates negatively. This implies that the level of teacher commitment at work place is directly positive with the three identified factors given by interpersonal relationship, workload and physical working condition while on the other hand poor communication may result to an inverse relationship with the level of commitment of teachers at work.

#### 4.2. Data Cleaning and Screening

Data screening was conducted through an examination of frequency distribution and descriptive statistics, the variables were examined with the aim of finding outliers. Values that were found to be out of range or were improperly coded were detected and a frequency test was run for every variable to identify any missing response.

#### 4.3. Robustness Test

In order to make better the validity of all statistical inferences to be drawn from the study, this section present the result of the robustness test conducted. The robustness test adopted for the purpose of this study is the multicollinearity test, to check whether they exist in the data. In order to test for multicollinearity, tolerance value and variance inflation factor (VIF) were checked as given thus;

**Table 6. Multicollinearity Test.**

| Variables | Tolerance | VIF   |
|-----------|-----------|-------|
| C         | .726      | 1.378 |
| IR        | .765      | 1.308 |
| PWC       | .713      | 1.403 |
| W         | .672      | 1.489 |

Source: SPSS Output (2017)

The Tolerance value and Variance Inflation Factor (VIF) are two advanced measures of assessing multicollinearity between the independent variables of the study. This study adopted the Tolerance and Variance Inflation Factor (VIF) as test for multicollinearity. From the table above, the variance inflation factors were consistently less than 10 indicating complete absence of multicollinearity since the range value is between 0 to 10. In addition, the tolerance values are consistently less than 1.00. Thus, further substantiates the fact that there is complete absence of multicollinearity between the independent variables. This further provides evidence to the fact that harmful multicollinearity does not exist and hence the inference drawn from the results of this study is considered valid.

**Table 7. Regression result.**

| Model |                | Standardized Coefficients | T      | Sig.  |
|-------|----------------|---------------------------|--------|-------|
|       |                | Beta                      |        |       |
| 1     | (Constant)     | 0.748                     | .681   | .497  |
|       | C              | 0.043                     | 0.659  | .512  |
|       | IR             | 0.226                     | 3.525  | .001  |
|       | PWC            | 0.365                     | 5.510  | .000  |
|       | W              | 0.508                     | 7.439  | .000  |
|       | F-stat         |                           | 53.011 |       |
|       | p-value f-stat |                           |        | 0.000 |
|       | R              |                           | 0.815  |       |
|       | R-squared      |                           | 0.665  |       |
|       | Adj. R-squared |                           | 0.652  |       |

Source: SPSS Output (2017)

| Correlations        |     |       |       |       |       |       |
|---------------------|-----|-------|-------|-------|-------|-------|
|                     |     | TC    | C     | IR    | pwc   | w     |
| Pearson Correlation | TC  | 1.000 | -.128 | .529  | .610  | .645  |
|                     | C   | -.128 | 1.000 | .021  | .142  | -.448 |
|                     | IR  | .529  | .021  | 1.000 | .461  | .263  |
|                     | pwc | .610  | .142  | .461  | 1.000 | .265  |
|                     | W   | .645  | -.448 | .263  | .265  | 1.000 |
| Sig. (1-tailed)     | TC  | .     | .090  | .000  | .000  | .000  |
|                     | C   | .090  | .     | .414  | .068  | .000  |
|                     | IR  | .000  | .414  | .     | .000  | .003  |
|                     | pwc | .000  | .068  | .000  | .     | .002  |
|                     | W   | .000  | .000  | .003  | .002  | .     |

|   |     |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|-----|
| N | TC  | 112 | 112 | 112 | 112 | 112 |
|   | C   | 112 | 112 | 112 | 112 | 112 |
|   | IR  | 112 | 112 | 112 | 112 | 112 |
|   | Pwc | 112 | 112 | 112 | 112 | 112 |
|   | W   | 112 | 112 | 112 | 112 | 112 |

| Model Summary                            |                   |          |                   |                            |                   |          |     |     |               |
|--|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model                                    | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|  |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1  | .815 <sup>a</sup> | .665     | .652              | 1.08980                    | .665              | 53.011   | 4   | 107 | .000          |
| a. Predictors: (Constant), w, IR, C, PWC |                   |          |                   |                            |                   |          |     |     |               |

| Coefficients <sup>a</sup> |            |                             |            |                           |              |         |       |           |      |                         |       |
|---------------------------|------------|-----------------------------|------------|---------------------------|--------------|---------|-------|-----------|------|-------------------------|-------|
| Model                     |            | Unstandardized Coefficients |            | Standardized Coefficients | Correlations |         |       |           |      | Collinearity Statistics |       |
|                           |            | B                           | Std. Error | Beta                      | Zero-order   | Partial | Part  | Tolerance | VIF  |                         |       |
| 1                         | (Constant) | .748                        | 1.098      |                           | .681         | .497    |       |           |      |                         |       |
|                           | C          | .028                        | .043       | .043                      | .659         | .512    | -.128 | .064      | .037 | .726                    | 1.378 |
|                           | IR         | .217                        | .061       | .226                      | 3.525        | .001    | .529  | .323      | .197 | .765                    | 1.308 |
|                           | Pwc        | .368                        | .067       | .365                      | 5.510        | .000    | .610  | .470      | .308 | .713                    | 1.403 |
|                           | W          | .301                        | .040       | .508                      | 7.439        | .000    | .645  | .584      | .416 | .672                    | 1.489 |
| a. Dependent Variable: TC |            |                             |            |                           |              |         |       |           |      |                         |       |

| Collinearity Diagnostics <sup>a</sup> |           |            |                 |                      |     |     |     |     |  |
|---------------------------------------|-----------|------------|-----------------|----------------------|-----|-----|-----|-----|--|
| Model                                 | Dimension | Eigenvalue | Condition Index | Variance Proportions |     |     |     |     |  |
|                                       |           |            |                 | (Constant)           | C   | IR  | Pwc | W   |  |
| 1                                     | 1         | 4.871      | 1.000           | .00                  | .00 | .00 | .00 | .00 |  |
|                                       | 2         | .098       | 7.068           | .00                  | .45 | .00 | .00 | .08 |  |
|                                       | 3         | .016       | 17.399          | .02                  | .47 | .10 | .15 | .86 |  |
|                                       | 4         | .010       | 21.976          | .23                  | .01 | .13 | .80 | .02 |  |
|                                       | 5         | .006       | 29.002          | .75                  | .07 | .76 | .05 | .04 |  |
| a. Dependent Variable: TC             |           |            |                 |                      |     |     |     |     |  |

| ANOVA <sup>b</sup>                       |            |                |     |             |        |                   |
|--|------------|----------------|-----|-------------|--------|-------------------|
| Model                                    |            | Sum of Squares | Df  | Mean Square | F      | Sig.              |
| 1  | Regression | 251.839        | 4   | 62.960      | 53.011 | .000 <sup>a</sup> |
|  | Residual   | 127.080        | 107 | 1.188       |        |                   |
|  | Total      | 378.920        | 111 |             |        |                   |
| a. Predictors: (Constant), W, IR, C, Pwc |            |                |     |             |        |                   |
| b. Dependent Variable: TC                |            |                |     |             |        |                   |

#### 4.4. Discussion of Findings and Test of Hypotheses

##### 4.4.1. Communication and Teacher Commitment

The result shows that communication as a work environmental factor brings about a positive change in teachers commitment level as evidenced by a positive coefficient of 0.043 which is 4.3% changes. This implies that a unit change in communication would bring about a 4.3% marginal change in teacher commitment to work though not to a significant extent as revealed by p-value of 0.512. This means that the null hypothesis  $H_{01}$  cannot be invalidated in this study, hence, the study fail to reject the null hypothesis that communication has no significant effect on teacher commitment level at work. Hence, inference is drawn that communication does not singlehandedly influence the level of changes in teacher commitment at work. The level of communication may prove insignificant in the short-run period as a result of inadequacies embedded therein in the communication channel such as poor feedback system, inadequate decoding ability of staff and the likes. Where such anomalies are checked through the installation of effective feedback system, a long-range significant effect is expected in the long-run. This was supported by Asamu [28] who asserts that communication is important in organizations because it is through communication that interaction takes place for the attainment of organizational goals and objectives which bring about positive changes.

#### ***4.4.2. Interpersonal Relationship and Teacher Commitment***

Also, the result further showed that interpersonal relationship had a standardized beta coefficient of 0.226 with a corresponding t-value of 3.525 and p-value of 0.001 which is significant at 5% level of significance. This implies that interpersonal relationship is a positive significant determinant of teacher commitment level. That is, a slight change in interpersonal relationship would directly result to a positive change in teacher commitment level at work place. Therefore, the null hypothesis  $H_{02}$  is rejected which states that interpersonal relationship has no significant effect on teacher commitment. This implies that interpersonal relationship is crucial in schools because it ensures mutual trust, commitment, reciprocal liking and shared interests and values that lead to attainment of schools objectives. Therefore, the higher the interpersonal relationship, the more likely teachers get committed to work. This is supported by the work of Obakpolo [17] and Berman et al in Zahra, Pirzada, Muhammad & Afshaan [29] which state that developing interpersonal relationship is a serious business that yields dividends to those committed to it.

#### ***4.4.3. Physical Work Condition and Teacher Commitment***

Physical working condition is a significant determinant of teacher commitment level as evidenced by the p-value of 0.000 which is statistically significant at 5% level of significant. This shows that physical work condition has positive and significant effect on teacher commitment; hence the null hypothesis  $H_{03}$  is rejected, which states that physical work condition has no significant effect on teacher commitment. This implies that teachers give in their best commitment in the face of better physical work environment but where such are not available, their commitment level to the work process declines. This is supported by McGuire & McLaren, [23]. They posit that an school's physical work condition can affect teachers' behaviour which thus affects commitment in the workplace.

#### ***4.4.4. Workload and Teacher Commitment***

Workload which constitutes the level of engagement each teacher faces in the schools positively and significantly influenced the commitment level of the teachers

as evidenced by a high standard coefficient of contribution put at 0.508, t-value of 7.439 with associated p-value of 0.000 which is significant at 5% level of significance. This shows that workload has positive and significant effect on teacher commitment; hence, the null hypothesis  $H_{04}$  is rejected which states that workload has no significant effect on teacher commitment. This implies that a unit increase in the workload of each teacher gets him very committed to work. Lesser workload implies low commitment level, hence, availing opportunity for teacher redundancy. This is supported by petterson & Armets in Merve, Güney & Hakkı [21] who opine that increased workload can improve commitment and productivity.

The fitness statistic value of 53.011 which is significant at 5% significance level implies that the predictor proxies sufficiently explain the level of variation in the explained variable. While the coefficient of multiple determinations represented by the R-squared value of 0.665 implies that on a collective level, the independent variables used in this study have effect on teacher commitment by 66.5% while other factors not considered in this study account for the remaining 33.5%. The adjusted R-square value of 0.652 implies that after adjusting for errors, there is still a traceable effect level of 65.2% on teacher commitment. Hence, teacher commitment level is significantly determined by combined forces of the work environment.

## 5. Conclusions

This study was conducted to investigate the effect of work environment on teacher commitment to duty in private secondary schools of South Eastern Nigeria with emphasis on Nsukka metropolis. Multiple regression technique was adopted to analyse the collected data. Findings from the study reveal that interpersonal relationship is a significant driver of teacher commitment level; hence for a school to achieve optimality in its operations, it must pay keen attention to enhancing interpersonal relationship of its workers by employing interactive technique aimed at ensuring employer-employee relationship.

Also, the study found that important amongst the factors that determine employee work commitment level is workload. The higher the workload level, the more the commitment of teachers to the work process, hence, room is closed against redundancy at work place.

Result further reveals that amongst other factors, physical work condition is a significant determinant of teacher commitment level. Teachers tend to perform more effectively where the necessary facilities that aid work are made available against all odds. Where such facilities are grossly inadequate, commitment level significantly declines and the school overall progress level declines as well due to inefficiency of factor input inform of labor. In the overall, the study concludes that teacher commitment level are significantly determined by the working environment, hence, all hands must be put on desk to ensure sustainability of the working environment for guaranteed commitment level which leads to school performance.

Based on the findings, the study recommends the following;

1. Owners and managers of private schools should encourage interpersonal relationship to enhance teachers' commitment in their schools. Interpersonal relationship enables the teachers to feel free with their superiors, air their views freely, participate in decision making, thus enhances commitment which results to optimum performance.

2. The owners and managers of private schools should always engage the teachers to avoid redundancy. This means that work schedule, working day, job description and job specification should be clearly set out to avoid work overload which in turn results to long-term costs, as stress and illness among teachers lead to poor judgments and poor commitment.

3. The owners and managers of private schools should endeavour to provide adequate physical work condition to ensure optimum commitment by the teachers. This is because teachers tend to perform more effectively where the necessary facilities that aid work are made available to them.

## Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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