



## Teamwork and work environment as correlates of teachers' job satisfaction in public secondary schools in Anambra State

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### Abstract

The study investigated teamwork and work environment as correlates of teachers' job satisfaction in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 1.05 level of significance. The study adopted a correlational research design. The population of the study comprised of 5147 teachers (795 males and 4352 females) in 263 public secondary schools in six Education Zones in Anambra State. The sample of 515 teachers (that is, 10% of the population) was used for the study. Proportional stratified and simple random sampling technique was used for the study. The instruments for data collection were researcher-structured questionnaire titled: Teamwork and Work Environment Questionnaire (TWEQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The instruments were subjected to face validation by three experts. The reliability of the instrument was determined using Cronbach Alpha Coefficient method and the average coefficient for TWEQ is .83 and 85 for TJSQ was obtained and was considered reliable and suitable for the study. The study used Pearson Product Moment Correlation and multiple-regression analysis for data analysis. The finding of the study showed that teamwork has positive and significant relationship with teachers' job satisfaction in public secondary schools in Anambra State. It was also found that work environment has positive and significant relationship with teachers' job satisfaction in public secondary schools in Anambra State. Based on the findings of the study, the researcher recommended among others that Ministry of Education should organize annual professional development programmes for principals and teachers to update their skills and knowledge of improving teamwork to enhance job satisfaction of teachers.

### Keywords:

Teamwork, Work Environment, Teachers, Job Satisfaction, Schools

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## Introduction

Education is recognized as an indispensable instrument for equipping individuals with skills and knowledge to actively engage in the activities of a nation. Adinna and Okafor (2023) opined that education is a powerful, dynamic and veritable tool for every society to achieve economic development and social transformation. The authors added that Meaningful development cannot be attained in any sector of a nation's economy without effective and motivated teachers learning institutions. Teachers are one of the key players in education sector who engage in delivery of instruction to impart skills and develop the intellectual capacity of students. Okafor (2024) pointed out that teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. Effective instructional delivery to attain the educational objectives could be achieved through motivating and ensuring job satisfaction of teachers. Musa, Ibrahim and Jibril (2024) noted job satisfaction which is associated with meeting needs and motivation to work are very essential in the lives of teachers because they form the basic reason for working in life. They added that all teachers work to achieve their basic needs while constantly agitating for their increased job satisfaction.

Teachers' job satisfaction is the feeling of members of teaching staff about different aspects and conditions of their jobs. These aspects are workload and role expectations, while these conditions are availability of resources and conducive work atmosphere. Obi and Onyeansi (2024) described teachers' job satisfaction as an affective or emotional reaction of academic staff to work activities and condition in secondary schools. They added that teachers' job satisfaction is the level of contentment that members of academic staff feel regarding their responsibilities, work environment and conditions Teachers' job satisfaction is the feeling of happiness which induce teaching staff to exhibit positive attitude toward their work environment and profession. Teachers' job satisfaction is described by Gbarage (2022), as the level of feelings of contentment and happiness of workers towards their job. Furthermore, Gbarage stressed that meeting expectations and contentment of workers result to job satisfaction while, depriving them of their happiness and expectation leads to job dissatisfaction. Therefore, job satisfaction is likely to be associated with meeting their expectations of teamwork and good work environment.

Teamwork is the act of executing specific tasks by two or more people. Ughamadu and Ezea (2024) defined teamwork as the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. The authors further said that teamwork is a situation in which a group of interdependent individuals work together towards a common goal. It is combined actions and efforts of people to achieve common goals. Jarzabkowski (2017) defined teachers' teamwork as teachers' involvement with their peers on any level, be it intellectual, moral, political, social, and/or emotional. According to her, teamwork encompasses both professional and social/emotional interaction in the workplace. For teamwork to thrive, the school environment and instructional climate will be conducive for teachers to express a shared vision that will enable students to succeed. Teachers will not be afraid to bring up their personal problems because they know that others are on their side. Adonu (2018) opined that teamwork has a friendly, collaborative effect and

can be compared to a large family, that is, a clan, where people have a lot in common and strong bonds of loyalty. They are sure that their colleagues can offer excellent ideas that will help solve their problems. Teachers feel so free to learn from others who are better in what they do. Teaching is a team sport and team play ought to be displayed. Teachers can work as a team to evaluate and modify the curriculum, improvise for instructional materials, handle students' discipline without the school administration feeling threatened. Teachers often feel proud when working in a decent and comfortable environment. A good physical working environment engages students and teachers in both curricular and non-curricular activities. Ijiwole et al. (2019) maintained that the school environment that has well managed physical facilities recreation/games facilities enable the students and teachers to use their leisure time well, thus disengaging from immorality, drug abuse, cultism and other social vices. A study by Ukpog and Okon (2021) concluded that quality and quantity of school facilities such as classrooms, staff offices, libraries, laboratories, furniture, etc enhance the quality of teaching and learning as well as effective school management. The conclusion showed that a positive correlation existed between school facilities and effectiveness. Schools are established to fulfill educational goals whereby material/human resources must be harmoniously managed within the school system. Indeed, school facilities are material resources that facilitate effective teaching and learning. The availability, maintenance and use of these facilities could lead to teachers' job satisfaction.

Work environment is the physical settings and conditions in which staff carry out their duties in an organization. Teachers often feel proud when working in a decent and comfortable environment. A good physical working environment engages students and teachers in both curricular and non-curricular activities. Ijiwole et al. (2019) maintained that the school environment that has well managed physical facilities recreation/games facilities enable the students and teachers to use their leisure time well, thus disengaging from immorality, drug abuse, cultism and other social vices. A study by Ukpog and Okon (2021) concluded that quality and quantity of school facilities such as classrooms, staff offices, libraries, laboratories, furniture, among others enhance the quality of teaching and learning as well as effective school management. The conclusion showed that a positive correlation existed between school facilities and effectiveness. Schools are established to fulfill educational goals whereby material/human resources must be harmoniously managed within the school system. Indeed, school facilities are material resources that facilitate effective teaching and learning. The availability, maintenance and use of these facilities could lead to teachers' job satisfaction.

The work environment of some secondary schools in Anambra State tend to be unconducive for teachers. The offices of some teachers appear to be characterized by shortage of furniture, deplorable sanitary facilities, poor lightening and ventilation in public secondary schools in Anambra State. Some teachers who are constituted into team seem to fall short of right skills and knowledge which lead to underperforming team in public secondary schools in Anambra State. Staff motivation through team and conducive work environment in Anambra state seems to be given inadequate attention (Asiegbu & Okanime, 2024). The authors added that this seems to have contributed to teachers' lateness to school, absenteeism, missing of their lessons and leaving school before the end of school hours

among others in public secondary schools in Anambra State. Some teachers tend to be discontented with teaching job which invariably affects their work behaviour in secondary schools in Anambra State. Ikediugwu and Obiora (2021) asserted that some teachers display undesirable behaviours such as absenteeism, lateness to school and truancy like engaging in other activities such as selling items in public secondary schools in Anambra State. Continuing, Ikediugwu and Obiora (2021) noted that some teachers seem to go classes at their convenient time with unprepared lesson note and plan and rarely cover scheme of work probably due to dissatisfaction with their job in public secondary schools in Anambra State. To buttress this, Obi and Chukwudebelu (2024) noted that teachers seem to be discontented with their teaching jobs in public secondary schools in Anambra State. The authors added that lateness to duty, non-coverage of scheme of work, truancy, poor record keeping, irregular attendance to classes; all these indices reflect job dissatisfaction which without doubts which affects instructional activities in secondary schools in Anambra State. It is these unsatisfactorily state of affairs that prompted the investigation into teamwork and work environment as correlates of teachers' job satisfaction in public secondary schools in Anambra State.

### **Purpose of the Study**

The main purpose of the study was to examine teamwork and work environment as correlates of teachers' job satisfaction in public secondary schools in Anambra State. Specifically, the study sought to determine the relationship existing between:

1. Team work and teachers' job satisfaction in public secondary schools in Anambra State.
2. Work environment and teachers' job satisfaction in public secondary schools in Anambra State.

### **Research Questions**

The following research questions guided the study:

1. What is the relationship between team work and teachers' job satisfaction in public secondary schools in Anambra State?
2. What is the relationship between work environment and teachers' job satisfaction in public secondary schools in Anambra State?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between team work and teachers' job satisfaction in public secondary schools in Anambra State.
2. There is no significant relationship between work environment and teachers' job satisfaction in public secondary schools in Anambra State.

### **Methods**

The design of the study was correlational research design. The area of the study was Anambra State. The population of the study comprised 5,147 teachers (795 males and 4,352

females) in 263 public secondary schools in six education zone in Anambra State. The sample size of the study comprised 515 teachers (that is, 10% of the population) drawn using proportionate stratified and simple random sampling technique. The instruments for data collection were researchers-structured questionnaire titled Teamwork and Work Environment Questionnaire (TWEQ) and Teachers' Job Satisfaction Questionnaire (TJSQ). The face and construct validation of the instruments were determined.

The face validation was established by three experts (two in the area of Educational Management and one in the area of Measurement and Evaluating) all from the Department of Educational Foundations in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam campus. Their comments were considered and used in modifying the instruments for final data collection. On the other hand, the construct validation was determined using Principle Component Analysis approach with Kaiser-Meyer-Olkin (KMO) as a measure of sampling adequacy to construct the Principle Component Analysis. The reliability of the instruments was established using Cronbach alpha method which yielded overall coefficient of 0.83 for TWEQ and 0.85 for TJSQ.

The researcher visited the selected schools with the aid of three research assistants who were briefed on how to administer and retrieve the instruments from the sampled respondents. Out of 515 copies of the instruments administered, 492 (96%) of the instruments were correctly completed and returned, while 23(4%) were either misplaced or not correctly filled. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test the hypotheses. For the research, + sign = Positive Relationship, while – Sign = Negative Relationship. For hypotheses, when, sig. (2-tailed) < .05: Reject  $H_0$  and Accept  $H_1$ , while sig. (2-tailed) > .05: Accept  $H_0$  and Reject  $H_1$ .

## Results

**Research Question 1:** What is the relationship between teamwork and teachers' job satisfaction in public secondary schools in Anambra State?

**Table 1:** Summary of Pearson Product Moment Correlation on the Relationship Between

		Teamwork	Teachers' Job Satisfaction
Teamwork	Pearson Correlation (r)	1	.465**
	Sig. (2-tailed)		.000
	N	492	492
Teachers' Job Satisfaction	Pearson Correlation (r)	.465**	1
	Sig. (2-tailed)	.000	
	N	492	492

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\*\*Significant at  $p < 0.05$ ;  $r^2 = 0.407319$ ; % = 40.7

The summary result of Pearson Product Moment Correlation Coefficient in Table 1 showed the relationship between teamwork and teachers' job satisfaction in public secondary

schools in Anambra State, Nigeria with:  $r = .465$ ,  $r^2 = 0.407319$ , percent (%) = 40.7 and  $N = 492$ . This revealed a positive correlation coefficient value of .465 which indicated that there is a positive relationship existing between teamwork and teachers' job satisfaction in public secondary schools in Anambra State, Nigeria. Thus, the study showed that there is a positive relationship between teamwork and teachers' job satisfaction in public secondary schools in Anambra State. The  $r^2$  of 0.407319 indicated that the explanatory power of the variable which implies that 40.7% of the variations in teamwork were accounted for by the variations in teachers' job satisfaction in public secondary schools in Anambra State.

**Research Question 2:** What is the relationship between work environment and teachers' job satisfaction in public secondary schools in Anambra State?

**Table 2:** Summary of Pearson Product Moment Correlation on the Relationship Between Work Environment and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

		Work Environment	Teachers' Job Satisfaction
Work Environment	Pearson Correlation (r)	1	.652**
	Sig. (2-tailed)		.000
	N	492	492
Teachers' Job Satisfaction	Pearson Correlation (r)	.652**	1
	Sig. (2-tailed)	.000	
	N	492	492

\*\*Significant at  $p < 0.05$ ;  $r^2 = 0.564811$ ; % = 56.5

The summary result of Pearson Product Moment Correlation Coefficient in Table 2 showed the relationship between fringe benefits and teachers' job satisfaction in public secondary schools in Anambra State, Nigeria with:  $r = .652$ ,  $r^2 = 0.564811$ , percent (%) = 56.5 and  $N = 492$ . This revealed a positive correlation coefficient value of .652 which indicated that there is a positive relationship existing between fringe benefits and teachers' job satisfaction in public secondary schools in Anambra State, Nigeria. Thus, the study showed that there is a positive relationship between fringe benefits and teachers' job satisfaction in public secondary schools in Anambra State. The  $r^2$  of 0.564811 indicated that the explanatory power of the variable which implies that 56.5% of the variations in fringe benefits were accounted for by the variations in teachers' job satisfaction in public secondary schools in Anambra State.

**Hypothesis 1:** There is no significant relationship between teamwork and teachers' job satisfaction in public secondary schools in Anambra State.

**Table 3:** Summary of Pearson Product Moment Correlation on the Test of Significant Relationship Between Teamwork and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

		Teamwork	Teachers' Job Satisfaction
Teamwork	Pearson Correlation (r)	1	.465**
	Sig. (2-tailed)		.000
	N	492	492
Teachers' Job Satisfaction	Pearson Correlation (r)	.465**	1
	Sig. (2-tailed)	.000	
	N	492	492

\*\*Significant at  $p < 0.05$ ;  $r^2 = 0.407319$ ; % = 40.7

The summary result of Pearson Product Moment Correlation Coefficient in Table 3 showed the relationship between teamwork and teachers' job satisfaction in public secondary schools in Anambra State, Nigeria with p-value = .000. Since the p-value (.000) is less than .05, the study rejected the null hypothesis that there is no significant relationship between teamwork and teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between teamwork and teachers' job satisfaction in public secondary schools in Anambra State.

**Hypothesis 2:** There is no significant relationship between work environment and teachers' job satisfaction in public secondary schools in Anambra State.

**Table 4:** Summary of Pearson Product Moment Correlation on the Test of Significant Relationship Between Work Environment and Teachers' Job Satisfaction in Public Secondary Schools in Anambra State

		Work Environment	Teachers' Job Satisfaction
Work Environment	Pearson Correlation (r)	1	.652**
	Sig. (2-tailed)		.000
	N	492	492
Teachers' Job Satisfaction	Pearson Correlation (r)	.652**	1
	Sig. (2-tailed)	.000	
	N	492	492

\*\*Significant at  $p < 0.05$ ;  $r^2 = 0.564811$ ; % = 56.5

The summary result of Pearson Product Moment Correlation Coefficient in Table 7 showed the relationship between work environment and teachers' job satisfaction in public secondary schools in Anambra State, Nigeria with p-value = .000. Since the p-value (.000) is less than .05, the study rejected the null hypothesis that there is no significant relationship between work environment and teachers' job satisfaction in public secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between work environment and teachers' job satisfaction in public secondary schools in Anambra State.

## Discussion

Findings on the relationship between teamwork and teachers' job satisfaction in public secondary schools in Anambra State showed teamwork has a positive and significant relationship with teachers' job satisfaction in public secondary schools in Anambra State. This is as a result of teachers accepting that: teamwork is encouraged in their schools, teachers share personal work difficulties with colleagues, feel free to learn from other colleagues that are better than them, handle students' disciplinary issues with fellow teachers, speak about colleagues respectfully even when they offend them, make decisions concerning their tasks through committee system and hold informal meetings in the school without the school administrators feeling threatened. The finding of this study is in concurrence with the findings of Amuse and Okafor (2017) who found prevailing organizational culture of teamwork to have a positive and significant impact on job satisfaction among university lecturers. They noted that organizational culture such as teamwork, sharing of work difficulties with colleagues, trust, observing one another's teaching were found among university lecturers in South East, Nigeria. The relationship of both studies could be attributed to the similarities in the study environment, South East, Nigeria. A study by Shah (2018) also confirmed collegial variables such as sharing ideas and expertise, mentoring each other, developing curriculum together, trust to have positive impact on the teachers' job satisfaction. This is in line with the study finding which showed that teamwork has a positive and significant relationship with teachers' job satisfaction. The study further revealed that the positive and significant impact of teamwork among teachers of public secondary schools was higher than that of private secondary schools. The study differed from the present study in the area of the population of the study. However, the difference observed should be as a result of gaudiness of interest both school administrators developed in their teachers. Similarly, study by Adonu (2018) disclosed that motivational techniques such as teamwork had positive and significant influence on teachers' job satisfaction in secondary schools in Enugu State. The study in collaboration with the present study exhibited a positive and significant relationship which could be as a result of friendly, collaborative, strong bonds of loyalty and tradition in the schools as they have similar features which promote teachers' job satisfaction. In line with the finding of this study, Onukwu and Okafor (2020) asserted that intrinsic motivation such as trust, mutual relationship, respect, dignity and investments in workers are collegial relationship in teaching that ensure quality and safety for maintaining the standard of professionalism.

Finding on the relationship between work environment and teachers' job satisfaction in public secondary schools in Anambra State showed that work environment has a positive and significant relationship with teachers' job satisfaction in public secondary schools in Anambra State. The finding is as a result of teachers accepting that their satisfaction on the job emanate from the provision of safe environment for teachers, good work environment which helps in alleviate stress on teachers, good work environment that promote job commitment of teachers, good work condition that provides greater physical comfort for teachers' satisfaction, good work environment which helps in building team spirit among teachers, good work environment which enhances creativity of teachers, enhanced work



environment that creates more open communication through active interactions, good work environment that promotes greater productivity among teachers, enhanced work environment that creates room greater happiness among teachers among others. The finding is in line with the finding of Taiwo et al (2019) and Izuchukwu (2020). Their studies revealed that work environment positively and significantly correlate with teachers' job satisfaction. The similarities of the findings with the present study as indication that work environment play a vital role in the satisfaction of teachers. The atmosphere of a school often influences a teacher's mindset and growth. Thus, teachers working in a positive work environment may feel more motivated to produce high-quality work consistently. Hence, conducive work environment helps to boost collaboration, improve productivity and protect emotional well-being of teachers. Furthermore, the study also showed that work environment account for 56.5% of the variations in teachers' job satisfaction in public secondary schools in Anambra State. This finding is in an agreement with the studies of Ijiwole et al (2019) and Ukpong and Okon (2021) studies that reported a positive and significant relationship between work environment and teachers' job satisfaction. The similarities in the findings are as a result of having positive work environment which is something that lightens the mood, helps teachers to concentrate better and provides a good working approach in the schools.

## **Conclusion**

Based on the findings, it was concluded that teamwork and work environment have positive and significant relationship with teachers' job satisfaction in public secondary schools in Anambra State. Teamwork and work environment are indispensable for creating collaborative and health atmosphere that induce the job satisfaction of teachers.

## **Recommendations**

Based the findings, the following recommendations were made:

1. Ministry of Education should organize annual professional development programmes for principals and teachers to update their skills and knowledge of improving teamwork to enhance job satisfaction of teachers.
2. School principals should create conducive environment by adopting motivational techniques that would encourage teachers' involvement in decision-making. This would enhance teachers' job satisfaction consequently leading to students' high academic achievement.

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