

SCHOOL PHYSICAL ENVIRONMENT AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The purpose of the study was to examine the correlation between physical environment and teachers' job performance in public secondary schools in Anambra State. one research questions guided the study and one null hypothesis were tested at the 0.05 level of significance. The correlational research design was adopted. The population of the study was made up of 6,815 teachers while the sample of the study was 2,387 teachers sampled using proportionate random sampling technique. Two instruments developed by the researcher were used for data collection titled "School Environment Questionnaire (SEQ) and "Teachers' Job Performance Questionnaire" (TJPQ). The instruments were validated by three experts who are lecturers, one from Measurement and Evaluation, Department of Educational Foundations and the other two were lecturers in Educational Management and Policy, all in Faculty of Education, Nnamdi Azikiwe University Awka. The reliability of the instrument was established using Cronbach alpha method. Alpha coefficients of 0.78 was obtained in SEQ while a coefficient of 0.80 obtained for TJPQ. The researcher administered the copies of the instrument with the help of 5 research assistants each covering the six education zones. The Pearson's Product Momentum Correlation was used to answer the research questions and p value was used to determine the significance of the correlation at 0.05 level of significance. Findings revealed a weak but statistically significant correlation between the physical environment and teachers job performance. Based on the findings, it was recommended among that that

Keywords: Environment, School environment, physical environment, teachers' job performance

Introduction

Environment is everything that surrounds us and impacts our ability to exist on the planet, including the water covering most of the earth's surface, the plants and animals surrounding us, and so on. The environment comprises lighting, temperature, humidity, circulation, noise, mechanical adjustments, disagreeable odors, color arrangement, decorations, music, and safety. On the other hand, environment entails both the natural and artificial world as a whole



especially as affected by human activity. Formally, without environment schools will not exist and education begins with the school environment.

School environment has been defined by many authors in various ways. Mege (2020), explained school environment as factors within the school that influence the teaching and learning process. The school environment includes classrooms, library, technical workshops, teachers' quality, teaching methods, peers, among others that can affect the teaching and learning process. This definition implies that there are various school environmental variables and these may differ from one school to another. School environment are surroundings where learning takes place. Booth and Okely (2020), opined that school environment entails the physical environment, school policies and school practices regulating curricular and extra-curricular activities. Odeh, Oguche and Ivagher (2023), explained school environment as the environs equipped with educational facilities formally used in teaching and learning. Odeh et al (2023) outlined the characteristics of the school environment to include school buildings, furniture, playgrounds, sporting facilities and other related equipment which aid the teacher's delivery of lesson. Examples of buildings found in the school includes classroom blocks, libraries and laboratories; while furniture's connotes tables and desk, seats, cupboards for housing specimens and models. Play ground includes the space created for plays and games while sporting facilities includes football, table tennis equipment, hand ball, sports wears. In the context of this study, the school environment encompasses all components found in the school which facilitates teaching and learning. These components include the school building, furniture, equipment, instructional materials, teachers, peers, play-ground, group and other people involved in the development of a child.

School environment could be positive or negative depending on how the environs is been handled. Positive school environment creates an optimal setting for teaching and learning, (Eric, 2020). A positive school environment is mainly a product of collective efforts of the students, the teachers, the principal and the community. According to Sunday (2022), warm greeting from principal can help determine a teacher's mood for the day, just as a teacher cheerful send-off at the end of the lesson and how questions are been entertained and cheerfully answered can help motivate the students to do their homework and that enhances positive school environment.

As stated by many authors that school environment is where instructors carry out their everyday duties, there are different aspects of school environment which includes Physical environment, emotional environment, psychological environment, social environment and learning environment. The school environment is the conditions or surroundings in which a student learns to achieve the objective of education. It is seen as the social, academic and emotional contexts of a school. School environment is also the extent to which school settings promote learners' safety and positive outcome. School environment according to Adelabu *et al* (2020), is an important factor in determining teachers' job performance in their various schools and their teaching profession in general which the aspects include physical environment, social environment and learning environment.

School physical environment therefore includes the environment inside and outside the school facility; the school buildings and the surrounding grounds, such as classrooms,



laboratory, libraries, sanitation facilities, playgrounds, flowers, pavements, administration blocks, dormitories etc. are physical structures. This is in line with Ene-Obong et al (2022) opinion which states that physical environment of a school includes buildings, classroom furniture, equipment, instructional materials, laboratories, libraries, playgrounds. The physical environment also is made up of machinery, decorative objects, swimming pools, audio-visual equipment and play fields (McKay, 2024). The physical environment also implies the physical location, buildings, furniture, infrastructural facilities, space and equipment to effect teaching and learning. The physical environment in the classroom includes the spatial arrangement of furniture, walls, ceiling, chalkboard, lighting, fittings, decorative and all the physical enablers of teaching and learning in the classroom. The conducive physical environment is an agent of intellectual stimulation and an essential factor in strengthening the child's educational development and these are the factors that determine the success of the educational process which include the nature of the school, teacher's attitude and students' characteristics (Goodlard, 2021). The classroom context, school and surrounding also influence teachers' job performance.

Physical environment are schools physical material resources provided for teachers and students to optimize their productivity in teaching and learning process. Ofoegbu (2020) opines that a teacher needs different resources like technology (computers, projectors, multimedia, internet and others) and facilities (furniture, laboratory equipment and others) for effective job improvement. In the same vein Uganga (2022) states that, in order to meet the physical needs of staff, a safe structure, adequate sanitary facilities, a balance visual environment and appropriate thermal conditions and sufficient shelter for work should be provided. Akpakwu (2022) lists some facilities needed for effective teachers' job performance in schools such as ventilated class and staff room buildings, libraries, assembly halls, staff quarters, and play grounds. According to the author, these facilities are found to be very few or not available in some schools which adversely affect the teachers' job performance. physical environment plays a strategic role in teacher's performance. Hence, lack of enabling environment in secondary schools such as infrastructural facilities, good motivation, teaching aids, and school climate among others may discourage teachers from attending classes regularly and or putting in their best in order to inculcate knowledge to students and this may eventually lead to poor performance of teachers. Judging from poor school environment, like dilapidated class rooms, inadequate infrastructures in schools, poor classroom ventilation, poorly equipped workshops and libraries constitute to teachers' inability to perform well in achievement of the system goal. According to (Daniel *et al.*, 2024), the characteristics of the physical structures include the location, accessibility, safety, flexibility, scale, visibility and these set the tone for social environment.

Physical environment of a school is composed of its physical surrounding and facilities in which a teacher finds oneself while in school. In the absence of the minimum essential standard for running a school, it is commonly found that the physical surroundings and facilities differ from school to school. one might already be familiar with some of the following instances of schools varying in their physical environment. physical environment components are many and some of them includes; Infrastructure, classroom setup, lighting, ventilation, teaching materials among others.



According to (Azeem, 2021), teachers with high level of job performance tend to be satisfied with their jobs and highly committed to their organization. A teacher success in the educational process depends upon on the measurement of the job performance (Ishwara, 2021). According to Okafor (2020), teachers whose job performance is highly measured, and have passion for teaching rarely think of leaving the profession but the passion is rarely found in teachers teaching in public secondary schools in Anambra State. This is the reason the researcher needs to ascertain if there is any correlation between school environment in relation to physical, social and learning environment and teachers job performance relating to lesson plan, lesson delivery and students' assessment in public secondary schools in Anambra state. because school environment is directly related to school outcomes. In other words, where there is poor job performance of teacher in the school, it is mostly that the school experience negative environmental conditions. A close examination of this statement and considering what is really obtainable in Anambra State public secondary schools makes one to ponder on "where do we go from here?" The school environment is poor, no adequate physical facilities and teachers have lost confidence on the job. This has resulted to unresolved issues and students' failure especially in external examination. Can research into the phenomena serve as a panacea? It is against this background that the researcher wishes to carry out this research to ascertain the correlation between school environment and teacher job performance in public secondary schools in Anambra state.

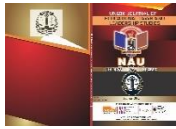
Statement of the Problem

This is an era where some teachers find it difficult to perform their duties and it is a major challenge plaguing the growth of public secondary schools in Anambra State. Accordingly, researcher's interaction with many school students revealed that some teachers in their various schools hardly perform their duties. Further interaction with the students revealed that most of the school teachers go to school at will, involve in private practices during school hours, give out notes to students to copy without teaching.

The researcher's unsatisfactory response from the students result to another interaction with some public secondary school teachers in the state. The responses of those teachers were affirmative. Majority of the teachers interacted linked their lack of job performance to unsuitable school environment, high cost of transportation, scarce school resources among others. Consequently, lack of teachers' job performance in school activities is seemingly an outcome of lack of conducive school environment which in return hinders the attainment of school objectives. Could the cases of lack of teachers' job performance be associated with lack of school physical environment? In other words, is there any correlation between physical environment and teachers' job performance in Anambra State? The concerns of this study are to provide answers to these questions by empirically investigating whether physical environment correlates with teachers' job performance in public secondary schools in Anambra State.

Method

The research design adopted for the study is a correlational study. The study was carried out in the six education zones of Anambra State. The population of the study comprised 6815 secondary school teachers in the six education zones in Anambra State, and the number of public secondary schools in Anambra State are two hundred and sixty-eight (268) in number.



The sample of the study comprised 2,387 teachers sampled using simple random sampling technique. Two instruments developed by the researcher were used for data collection. The first instrument is titled “School Environment Questionnaire” (SEQ) and while the second is “Teachers Job Performance Questionnaire” (TJPQ). Three experts validated the instrument. Reliability of the instrument was done by distributing 20 copies of the instruments to teachers in 4 public secondary schools in Enugu State. The data collected from the instruments were analyzed using the Statistical Package for the Social Sciences (SPSS), version 20.

Research Question

1. What is the correlation between physical environment and teachers’ job performance in public secondary schools in Anambra state?

Null Hypothesis

1. There is no significant correlation between physical environment and teachers’ job performance in public secondary schools in Anambra State.

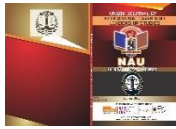
Results

Research Question 1. What is the correlation between physical environment and teachers’ job performance in public secondary schools in Anambra state?

Table 1: Pearson r on the Correlation between physical environment and teachers’ job performance in public secondary schools in Anambra state

S/N	Variables	N	Mean	SD	Correlation	p-value	Remark
1	Physical Environment	2387	14.20	2.50	0.28	0.000	Significant (p < .05)
2	Teachers’ Job Performance		65.40	9.80			Low Correlation

Data presented in Table 1 shows the Pearson product moment correlation coefficient computed to determine the correlation between physical environment and teachers’ job performance in public secondary schools in Anambra state. The mean score for physical environment is 14.20 with a standard deviation of 2.50, while the mean teachers’ performance score is 65.40 with a standard deviation of 9.80. The correlation coefficient (r) is 0.28 with a p-value of 0.000, which is significant at $p < .05$. This indicates a low positive correlation between physical environment and teachers’ job performance in public secondary schools in Anambra state.



Hypothesis

Hypothesis One: There is no significant correlation between physical environment and teachers' job performance in public secondary schools in Anambra State.

Table 2: Test of Significance of Pearson correlation between physical environment and teachers' job performance in public secondary schools in Anambra State

S/N	Source of Variation	N	R	p-value	Remark
1	Physical Environment	2387	0.28	0.00	Significant
2	Teachers' Job Performance				

Data presented in Table 4 shows the test of significance for the Pearson product moment correlation between physical environment and teachers' job performance in public secondary schools in Anambra State. The analysis reveals a correlation coefficient (r) of 0.28 with a p-value of 0.00 at a sample size of 2387. Since the p-value is less than the 0.05 level of significance, the null hypothesis which states that there is no significant correlation is rejected. This result therefore indicates that there is a significant low correlation between physical environment and teachers' job performance in public secondary schools in Anambra State.

Discussion of Results

The findings revealed a low correlation ($r = 0.28$) between the physical environment and teachers' job performance. Despite the low magnitude of the relationship, the result was found to be statistically significant ($p = 0.000$). Consequently, the null hypothesis, which stated that there is no significant relationship between the physical environment and teachers' job performance, was rejected.

The low correlation implies that improvements or changes in the physical environment such as adequate classroom space, proper ventilation in staff and class rooms, availability of school facilities among others are not strongly associated with corresponding improvements in teachers' job performance in public secondary school in Anambra State. It further suggests that while the physical environment contributes to teachers' job performance, it is not the sole or dominant factor influencing their performance. This also suggests that the physical environment play a slim role in shaping teachers' job performance in Public secondary school in Anambra State, though its influence is low. This is in line with the theoretical assumption in the JD-R model that adequate job resources, such as infrastructure, should boost performance (Cao *et al.*, 2020; Demerouti and Bakker, 2017). However, the low correlation suggests that the physical environment in many schools may not be sufficiently supportive to have a noticeable effect. Teachers' reported dissatisfaction with key infrastructure components, reflected in the low median score of 14.20. The General System Theory also helps explain this low correlation, when one subsystem (physical infrastructure) is under performing, its impact on the whole system (school effectiveness) can be compromised unless other subsystems compensate. This may be the case here, where the negative effects of poor physical infrastructure were buffered by stronger social or instructional supports.



Interestingly, this result is contrary to earlier studies (Obi and Akudo, 2021; Ifediorah-Okeke and Ugwuama, 2025), which reported a moderate to strong correlation between the physical environment and job performance in public secondary schools in Anambra. This contrast may be linked to how teachers perceive their school environment at a given point in time and the development of coping mechanisms by teachers to adapt to the poor infrastructure in their schools. These findings suggest that, although the physical environment is important in teachers' performance, it might not be the most pressing factor influencing their performance in the current Nigerian public-school context. The low correlation further suggests that teachers' job performance is likely influenced by a combination of other variables, such as motivation, professional training, leadership style, remuneration, workload, and availability of teaching materials.

Conclusion

Based on the interpretations of the findings, the data collected and analysis and discussion of results, the study revealed that physical environment had positive and statistically significant relationships with teachers' job performance, although the strength of the relationships is low. Consequently, physical environment has predictive power on teachers' job performance.

Recommendations

Government and school management should prioritize the provision and maintenance of adequate school facilities, including well-ventilated classrooms, functional furniture, instructional materials, and safe school buildings, to create a conducive working environment for teachers.

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