



SCHOOL SECURITY, INTERPERSONAL RELATIONSHIP AND SCHOOL LOCATION AS CORRELATES OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The study examined school security, interpersonal relationship and school location as correlates of teachers' job commitment in public secondary schools in Anambra State. Three research questions guided the study and three null hypotheses were tested at the 0.05 level of significance. The study adopted a correlational research design. The population comprised 5,136 teachers and 265 principals in 265 public secondary schools in Anambra State. A sample of 1,080 respondents made up of 1,027 teachers and 53 principals was drawn through a multi-stage sampling procedure. Data were collected using the Relationship between School Climate and Teacher Job Commitment Questionnaire (RSCTJCQ), validated by three experts and tested for reliability using Cronbach Alpha method. Pearson Product Moment Correlation Coefficient was used to answer the research questions, while t-test of correlation significance was used to test the hypotheses. The findings revealed a moderate positive and significant relationship between school security and teacher job commitment; a low positive and significant relationship between interpersonal relationship and teacher job commitment; and a very low positive but non-significant relationship between school location and teacher job commitment. The study concluded that school security and interpersonal relationship were more relevant to teacher commitment than school location. It was recommended that government and school administrators should strengthen school security and promote cordial relationships in public secondary schools.

Keywords: School Security, Interpersonal Relationship, School Location, Teacher Job Commitment, Public Secondary Schools

Introduction

The quality of secondary education depends not only on curriculum content, examination preparation and enrolment figures, but also on the conditions under which teachers work. Education has been described as a major instrument for national development by the Federal Republic of Nigeria (2013), while Odo (2021) viewed it as a means of developing individuals and society. For education to achieve these broad goals, schools must provide an environment in which teachers can work with confidence, cooperation and professional dedication. This makes teacher job commitment a central issue in school effectiveness.

Teacher job commitment is the willingness of teachers to remain loyal, responsible and dedicated to their professional duties. Umeozor (2019) defined it as the strength teachers attach to the goals and values of their profession and their readiness to continue in it. Alsiewi and Agil



(2014) saw it as the willingness of teachers to invest personal resources in the teaching task and remain in the teaching profession. Altun (2017) also described teacher commitment as the motivational force that inspires teachers to invest more time and energy in student achievement. In the context of this paper, teacher job commitment refers to the extent to which teachers in public secondary schools demonstrate loyalty, dedication, responsibility and willingness to contribute to school goals. Such commitment develops within a school climate.

School climate is the general atmosphere of the school as perceived and experienced by teachers, students and administrators. Thapa, Cohen, Guffey and Higgins-D'Alessandro (2013) described school climate as the pattern of school life involving goals, norms, values, interpersonal relationships, teaching, learning and organisational structure. Adewusi (2018) viewed it as the totality of what goes on inside and around a school which influences individuals associated with the school. Dulay and Kanaday (2017) also referred to school climate as the atmosphere created by social relations, values, attitudes and feelings shown by actors in the school. In this study, school climate is the condition of the school environment that can encourage or discourage teachers' commitment. Among its major dimensions is school security.

School security concerns the protection of life, property and emotional well-being within the school environment. Al-Otaibi, cited in Eze and Igwe (2019), stated that security is closely related to education because stability promotes effective teaching and learning. Adewusi (2018) described a safe school environment as one where the risk of harm is minimised and school members are free from potential danger. Eze (2020) explained school security as the physical and socio-emotional safety of school members from violence, theft, fire, weapons, harassment and other forms of threat. In this paper, school security refers to the measures and conditions that protect teachers, students and school property from harm. A safe school environment can encourage teachers to perform their duties, but safety also depends on interpersonal relationship.

Interpersonal relationship refers to the quality of social interaction and connection among people in the school. Akpan (2013) defined relationship as a connection or association between two or more persons, entities or things. Wyckoff (2013) described interpersonal relationship as a relationship existing between two or more people for the purpose of fulfilling emotional and social needs. States, Dietrich and Keyworth (2019) identified verbal communication, non-verbal communication, listening, assertiveness, negotiation and decision-making as important elements of interpersonal relationship. In the context of this paper, interpersonal relationship means the cordial interaction among principals, teachers, students and other school members. These relationships may be influenced by the wider environment where a school is located.

School location is the physical and geographical setting in which a school is situated. Smith (2014) observed that schools may be located in rural or urban areas, and that location can influence access to resources. Ogbonnaya (2016) noted that rural education is often affected by difficult conditions, including poor access to resources and irregular attendance. Nwachukwu and Anina (2014) also stated that schools located in urban areas are often more accommodating and rewarding than those in rural areas, where resources may be inadequate. In this paper, school location refers to the rural or urban environment in which a public secondary school is situated. Location may shape school conditions, but it does not operate independently of security and relationships.

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These three dimensions of school climate do not affect teachers in exactly the same way. School security speaks to the teacher's sense of safety and freedom from threat. Interpersonal relationship concerns the quality of cooperation, communication and emotional support within the school. School location, on the other hand, concerns the wider environment in which the school operates and the opportunities or constraints attached to that environment. A teacher may feel safe in a school but still experience poor relationship with colleagues. Another may enjoy cordial relationships but work in a difficult location. These possibilities show why the three variables should not be treated as one general issue.

In public secondary schools in Anambra State, teachers work under different social and environmental conditions. Some schools may provide a safe and friendly atmosphere, while others may be affected by insecurity, poor human relations or location-related difficulties. These conditions may influence how teachers attend to their duties, relate with students, participate in school activities and remain committed to the goals of the school. Since teacher commitment is important to the quality of teaching and learning, it becomes necessary to understand the school climate factors that are most closely related to it.

This paper therefore focused on school security, interpersonal relationship and school location as selected dimensions of school climate. The purpose was to determine how each of these variables relates to teachers' job commitment in public secondary schools in Anambra State. By examining them separately, the paper provides clearer evidence on the aspects of school climate that may strengthen or weaken teachers' dedication to their professional responsibilities.

Statement of the Problem

Teacher job commitment is essential for the achievement of educational goals in public secondary schools. A committed teacher attends school regularly, prepares lessons, supports students, cooperates with colleagues and remains dedicated to the progress of the school. However, commitment is not sustained by salary or professional qualification alone. The atmosphere of the school, the level of safety, the quality of human relationships and the location of the school may strongly influence how teachers feel about their work.

One major concern in public secondary schools is the issue of security. Teaching and learning require an environment where teachers and students feel physically and emotionally safe. Where schools are exposed to theft, violence, threats, harassment, poor fencing or weak safety arrangements, teachers may become anxious and less willing to give their best. Insecurity can affect punctuality, concentration and general morale. A teacher who does not feel safe in the school environment may find it difficult to maintain strong commitment to the job.

Interpersonal relationship is another important issue. The school is a social environment where principals, teachers, students and non-teaching staff interact daily. When relationships are cordial, teachers are more likely to feel accepted, respected and supported. However, where there is poor communication, conflict, lack of cooperation, unhealthy rivalry or weak support from



colleagues and school heads, the work environment may become tense. Such tension can reduce teachers' sense of belonging and weaken their willingness to contribute fully to school activities.

School location may also affect teacher job commitment. Schools located in rural or less accessible areas may face difficulties such as poor transportation, inadequate facilities, limited social amenities and reduced access to teaching resources. Teachers posted to such schools may experience stress and dissatisfaction, especially when compared with colleagues working in urban schools. Although location alone may not determine commitment, it can influence teachers' attitude to work when combined with other unfavourable conditions.

The problem, therefore, is that teachers in public secondary schools are expected to remain committed to their duties, yet some of the conditions surrounding their work may discourage such commitment. Poor security, weak interpersonal relationships and unfavourable school location may lead to low morale, absenteeism, lateness, poor cooperation and reduced dedication to school goals. This situation raises serious concern for educational administrators, since teacher commitment is central to effective teaching and students' academic progress. It is against this background that this paper examined school security, interpersonal relationship and school location as correlates of teacher job commitment in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the relationship between school security and teacher job commitment in public secondary schools in Anambra State?
2. What is the relationship between interpersonal relationship in the school and teacher job commitment in public secondary schools in Anambra State?
3. What is the relationship between school location and teacher job commitment in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at the 0.05 level of significance:

Ho1: There is no significant relationship between school security and teacher job commitment in public secondary schools in Anambra State.

Ho2: There is no significant relationship between interpersonal relationship in the school and teacher job commitment in public secondary schools in Anambra State.

Ho3: There is no significant relationship between school location and teacher job commitment in public secondary schools in Anambra State.

Research Method

The study adopted a correlational research design. The design was appropriate because the study examined the degree of relationship between school security, interpersonal relationship, school location and teacher job commitment in public secondary schools in Anambra State. The design allowed the researcher to determine both the direction and strength of the relationships among the variables.

The study was conducted in Anambra State, Nigeria. The population comprised 5,136 teachers and 265 principals in 265 public secondary schools across the six education zones of the state. The sample consisted of 1,080 respondents, made up of 1,027 teachers and 53 principals. A multi-stage sampling procedure was used. The population was first organised according to the six



education zones. Schools were selected from the education zones and proportionate stratified random sampling was used to select teachers and principals from the selected schools.

Data were collected with a researcher-developed questionnaire titled Relationship between School Climate and Teacher Job Commitment Questionnaire (RSCTJCQ). The instrument contained sections that measured school security, interpersonal relationship, school location and teacher job commitment. The instrument was validated by three experts, and its reliability was determined using Cronbach Alpha method. The reliability coefficients reported in the thesis were .73 for school security, .62 for interpersonal relationship and .76 for school location, with a mean reliability coefficient of .77.

The questionnaire was administered with the assistance of trained research assistants. Out of 1,080 copies administered, 1,063 copies were properly completed and used for analysis. Pearson Product Moment Correlation Coefficient was used to answer the research questions, while t-test of correlation significance was used to test the null hypotheses at the 0.05 level of significance.

Results

Research Question One: What is the relationship between school security and teacher job commitment in public secondary schools in Anambra State?

Table 1: Pearson Correlational Coefficient on The Relationship Between School Security and Teacher Job Commitment in Public Secondary Schools in Anambra State

N	Pearson Correlation (r)	Decision
1063	0.501	Moderate Positive Relationship

Table 1 shows that the computed correlation coefficient between school security and teacher job commitment was 0.501. This indicates a moderate positive relationship between school security and teacher job commitment in public secondary schools in Anambra State.

Research Question Two: What is the relationship between interpersonal relationship in the school and teacher job commitment in public secondary schools in Anambra State?

Table 2: Pearson Correlational Coefficient on the Relationship between Interpersonal Relationship and Teacher Job Commitment in Public Secondary Schools in Anambra State

N	Pearson Correlation (r)	Decision
1063	0.196	Low Positive Relationship

Table 2 shows that the computed correlation coefficient between interpersonal relationship and teacher job commitment was 0.196. This indicates a low positive relationship between interpersonal relationship in the school and teacher job commitment in public secondary schools in Anambra State.

Research Question Three: What is the relationship between school location and teacher job commitment in public secondary schools in Anambra State?

Table 3: Pearson Correlational Coefficient on the Relationship Between School Location and Teacher Job Commitment in Public Secondary Schools in Anambra State

N	Pearson Correlation (r)	Decision
1063	0.030	Very Low Positive Relationship



Table 3 shows that the computed correlation coefficient between school location and teacher job commitment was 0.030. This indicates a very low positive relationship between school location and teacher job commitment in public secondary schools in Anambra State.

Hypothesis One: There is no significant relationship between school security and teacher job commitment in public secondary schools in Anambra State.

Table 4: Test of Significance of the Relationship between School Security and Teacher Job Commitment in Public Secondary Schools in Anambra State

N	r	T	Sig.	Decision
1063	0.501	9.576	0.000	Significant

Table 4 shows that the relationship between school security and teacher job commitment was significant. The t-value was 9.576 and the probability value was 0.000. Since 0.000 was less than 0.05, the null hypothesis was rejected.

Hypothesis Two: There is no significant relationship between interpersonal relationship in the school and teacher job commitment in public secondary schools in Anambra State.

Table 5: Test of Significance of the Relationship between Interpersonal Relationship and Teacher Job Commitment in Public Secondary Schools In Anambra State

N	r	T	Sig.	Decision
1063	0.196	3.301	0.001	Significant

Table 5 shows that the relationship between interpersonal relationship and teacher job commitment was significant. The t-value was 3.301 and the probability value was 0.001. Since 0.001 was less than 0.05, the null hypothesis was rejected.

Hypothesis Three: There is no significant relationship between school location and teacher job commitment in public secondary schools in Anambra State.

Table 6: Test of Significance of the Relationship between School Location and Teacher Job Commitment in Public Secondary Schools in Anambra State

N	r	T	Sig.	Decision
1063	0.030	0.494	0.622	Not Significant

Table 6 shows that the relationship between school location and teacher job commitment was not significant. The t-value was 0.494 and the probability value was 0.622. Since 0.622 was greater than 0.05, the null hypothesis was not rejected.

Discussion

The first finding showed a moderate positive relationship between school security and teacher job commitment in public secondary schools in Anambra State. The computed correlation coefficient of 0.501 indicates that school security and teacher job commitment moved in the same direction to a moderate extent. The test of significance also showed that the relationship was significant, since the probability value of 0.000 was less than the 0.05 level of significance. The null hypothesis was therefore rejected.

This finding is reasonable because teaching requires concentration, emotional stability and confidence in the school environment. A teacher who works under fear of violence, harassment, theft, attack or general insecurity may be physically present but psychologically distracted. In such



a situation, teaching becomes stressful and the teacher's willingness to invest extra time and energy in school activities may reduce. However, when teachers feel safe, they are more likely to participate in school activities, prepare lessons and identify with school goals. The finding agrees with Jennings (2018), who observed that workers with high levels of job security exhibit higher performance. It also supports Nwobodo and Udebunu (2014), who maintained that high performance and commitment are functions of job security. Similarly, Oye and Ukaigwe (2018) found that job security contributes to teachers' job engagement in public secondary schools in Rivers State. These views support the conclusion that teachers need a safe and enabling school climate in order to perform their duties effectively. The implication of the finding is that school security should not be treated as a minor administrative matter. It is part of the working condition that shapes teachers' professional behaviour. If teachers are expected to remain committed, schools must reduce threats to life and property and create a climate where teachers feel protected. Security therefore becomes both a safety issue and a commitment issue.

The second finding revealed a low positive relationship between interpersonal relationship in the school and teacher job commitment. The computed correlation coefficient of 0.196 shows that the relationship was positive but weak. However, the hypothesis test showed that the relationship was significant, since the probability value of 0.001 was less than the 0.05 level of significance. This means that interpersonal relationship had a significant, though low, relationship with teacher job commitment. This finding suggests that cordial relationships in school matter, but they may not be the only or strongest factor influencing teacher commitment. Teachers may enjoy good relationships with colleagues and principals, yet still struggle with poor facilities, inadequate instructional materials, delayed promotion, weak welfare and insecurity. Therefore, interpersonal relationship may encourage commitment but may not fully sustain it when other working conditions are poor. The finding supports Juneja (2015), who noted that internal communication is significantly related to employee commitment. It also agrees with Agbor (2019), who viewed interpersonal relationship as a strong association among individuals working together in an organisation. Kapur (2018) also maintained that good interpersonal relationship among teachers and between teachers and administrators boosts job satisfaction and commitment and enhances the achievement of educational goals. These positions support the view that cordial school relationships can positively influence teacher commitment. The low strength of the relationship should not be misread as evidence that interpersonal relationship is unimportant. Rather, it indicates that social harmony alone cannot carry the entire burden of teacher commitment. Teachers also need safety, resources, fair leadership and supportive policies. Interpersonal relationship works best when it is supported by these other conditions, which explains why it was significant but weak in the study.

The third finding showed a very low positive relationship between school location and teacher job commitment in public secondary schools in Anambra State. The computed correlation coefficient of 0.030 indicates that the relationship was extremely weak. The hypothesis test further showed that the relationship was not significant, since the probability value of 0.622 was greater than the 0.05 level of significance. Therefore, the null hypothesis was not rejected. This finding means that rural or urban location by itself did not significantly explain teacher job commitment in the sampled public secondary schools. Although location can influence access to facilities, transportation, community support and exposure, it may not directly determine teachers' commitment. A teacher in a rural school may remain committed if the school is safe, well managed



and adequately supported, while a teacher in an urban school may still be poorly committed if the school climate is hostile or poorly organised. The finding disagrees with Arop and Owan (2018), who stated that the place where a school is located can determine the level of teachers' commitment. It also differs from Ajayi and Akinsanya (2016), who linked school location with resource utilisation and academic outcomes. However, the finding supports Armah (2013), who found that school location had no significant relationship with teachers' job performance in Ibadan Metropolis, Oyo State. This suggests that location may matter less than the actual working conditions within the school.

Conclusion

The study concluded that school security, interpersonal relationship and school location do not relate to teacher job commitment in the same way. School security had a moderate positive and significant relationship with teacher job commitment, while interpersonal relationship had a low positive but significant relationship. School location had a very low positive and non-significant relationship with teacher job commitment. The general conclusion is that teachers' commitment is more likely to be strengthened by safe and socially supportive school environments than by the geographical location of the school.

Recommendations

Based on the findings of the study the following recommendations were made:

1. Government should institute policies and practical measures that make teachers feel more secure in their jobs and in their school environments.
2. The Post Primary Schools Service Commission and relevant education authorities should strengthen school-based security arrangements in public secondary schools.
3. Principals should adopt managerial strategies that promote respectful and friendly relationships among staff members.
4. School administrators should encourage open communication between principals and teachers, among teachers and between teachers and students.

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