



## JOB MOTIVATORS AND WORK VALUE ORIENTATION OF TEACHERS IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE



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### **Abstract**

*The study investigated job motivators and work value orientation of teachers in public senior secondary schools in Rivers State. Three research questions and three corresponding null hypotheses guided the study. This study adopted a correlational research design. The population consist of 302 principals and 6,557 teachers, totaling 6,859. A sample size of 716 respondents comprising 656 teachers and 60 principals was determined using a stratified approach, applying 10% of the teacher population and 20% of the principal population. Two researcher-designed instruments were used: The Job Motivators Questionnaire (JMQ) and the Work Value Orientation of Teachers Questionnaire (WVOTQ). Section A collected demographic data, while Section B addressed the research questions using a modified 4-point Likert scale Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). To establish reliability, the test-retest method was adopted. The Pearson Product Moment Correlation analysis yielded coefficients of 0.78 (JMQ) and 0.87 (WVOTQ), indicating high reliability. Research questions were answered using Pearson's Product Moment Correlation Coefficient (PPMCC), while Hypotheses were tested at the 0.05 significance level using t-transformation. To determine the significance of the correlation coefficient (r), values were transformed into t values. The findings revealed that each of the variables examined namely, work environment, work-life balance, supportive leadership, and job security had a significant and positive influence on the way teachers perceive and approach their professional duties. It concluded that these workplace factors play an integral role in shaping the professional values and conduct of teachers. It is therefore evident that improving these conditions will not only enhance the value orientation of teachers but also positively influence the quality of teaching and learning in public secondary schools across Rivers State. It recommended among others that the Ministry of Education and school administrators should prioritize improving the physical and psychological conditions of schools and School management should introduce flexible scheduling, leave allowances, and mental health support to help teachers manage personal and professional demands.*

### **Introduction**

A teacher, in its most fundamental sense, is an individual who imparts knowledge, skills, values, and attitudes to students. They play a vital role in shaping the intellectual and moral fabric of the future generation by not only teaching academic content but also instilling life skills and fostering critical thinking. Teachers are instrumental in providing guidance, mentorship, and emotional support to students, ensuring that they are well-prepared for the challenges ahead. In the context of education, teachers are regarded as the cornerstone of learning, as their performance directly influences the quality of education provided. They are the agents of knowledge transfer, and their capacity to impact students depends largely on their motivation, work environment, and the support they receive from the system in which they work.

Public secondary schools, particularly those in Rivers State, Nigeria, are government-owned institutions that serve as a critical avenue for secondary education. These schools are tasked with providing free, compulsory, and accessible education to children within the state. Public secondary schools have a broad mandate to educate and equip students with the necessary skills for personal



development and societal contribution. These institutions often face challenges such as overcrowded classrooms, inadequate resources, and limited infrastructure, which can significantly affect the quality of education. Teachers in public secondary schools, therefore, operate within a system that is shaped by policy decisions, available resources, and the socio-economic environment. Their motivation to perform well in their roles is closely tied to how well these schools are able to meet the demands of teaching and learning.

Work value orientation refers to the underlying values and beliefs that individuals hold regarding their job roles. It is the way individuals perceive their work in relation to their personal goals, satisfaction, and life aspirations. In the context of teaching, work value orientation encompasses the beliefs and attitudes that teachers hold toward their profession, their role in the educational system, and the societal significance of their work. A teacher's work value orientation can influence their performance, job satisfaction, and commitment to the profession. For example, if teachers see their role as not only a job but a calling, they are more likely to be intrinsically motivated and committed to providing quality education. In contrast, teachers who view their work solely as a source of financial gain may have a different approach to their responsibilities, which could impact their effectiveness in the classroom.

Job motivators are the various factors that drive an individual to perform effectively in their role. These factors are crucial in influencing teachers' work value orientation because they directly affect the level of satisfaction and motivation teachers experience in their work environment. A motivated teacher is more likely to deliver quality education, engage students meaningfully, and remain committed to their role. Understanding the key job motivators in public schools can help in crafting policies that enhance teacher performance and job satisfaction. Several job motivators affect the work value orientation of teachers, including work environment, work-life balance, supportive leadership, and job security.

The work environment serves as a significant job motivator for teachers. A conducive work environment is crucial in enhancing teacher performance and job satisfaction. Teachers are more likely to be motivated when they work in schools that provide the necessary resources, have a positive culture, and offer a supportive atmosphere for professional growth. A school environment characterized by good physical facilities, sufficient teaching materials, and well-maintained infrastructure enables teachers to focus on their pedagogical roles and engage students more effectively. Furthermore, a school culture that encourages collaboration among colleagues and fosters mutual respect can significantly contribute to job satisfaction. According to Akinyemi (2017), when teachers work in environments that promote a sense of belonging and professional support, their motivation levels are higher, leading to improved student outcomes. Similarly, Nwagbara and Okafor (2020) emphasize that a positive school culture can elevate teacher satisfaction, further reinforcing the importance of the work environment in enhancing teachers' work value orientation.

Work-life balance is another critical job motivator that affects the work value orientation of teachers. Teaching is a demanding profession, often requiring teachers to spend long hours preparing lessons, grading assignments, and engaging with students outside regular school hours. This can lead to stress and burnout if not managed properly. A balanced work-life schedule allows teachers to allocate time for their personal lives, which in turn reduces stress and enhances job satisfaction. Teachers who are able to manage their work and personal lives effectively are more likely to remain engaged and motivated in their professional roles. As noted by Ogunyemi (2018), a positive work-life balance can significantly improve job satisfaction and teaching efficacy. Adefolalu et al. (2019) also indicate that teachers who manage to maintain a healthy balance between work and personal life tend to experience reduced stress levels, contributing to better overall well-being and performance in the classroom.

Supportive leadership is another key motivator that influences the work value orientation of teachers. Teachers who feel supported by their school leadership, including administrators and school heads, are more likely to be motivated and perform effectively. A supportive leadership approach includes providing teachers with the necessary resources, professional development opportunities, and emotional encouragement. When school leaders take an active interest in the well-being and professional growth of their staff, it creates an environment of trust and mutual respect. According to



Idris (2019), strong leadership within schools is linked to higher levels of teacher motivation, which in turn positively impacts their performance. Bello (2021) similarly stresses that the presence of supportive leadership in schools creates an atmosphere where teachers feel valued and motivated to improve their teaching practices.

Several scholars have investigated on the factors influencing teachers' job motivators and work value orientation in public secondary schools. One notable study is by Olu (2017), who examined the role of the work environment in teachers' job satisfaction and performance in Nigerian schools. The study focused on the physical and cultural aspects of the work environment, finding that a supportive school culture and adequate resources significantly enhance teacher motivation and performance. However, the study did not address the specific challenges faced by teachers in rural areas, such as those in Rivers State, or the impact of recent changes in employment contracts on teachers' work value orientation.

Another key study was conducted by Emeka and Obinna (2018), who investigated the influence of leadership styles on teachers' work value orientation in Nigerian public secondary schools. They found that transformational leadership, which emphasizes support, encouragement, and recognition, positively influenced teachers' job satisfaction and commitment. However, his research did not explore how leadership interacts with other motivators like work-life balance or job security, which are also crucial in shaping teachers' overall work value orientation. These gaps prompted the investigation of this study, which seeks to examine how multiple job motivators such as work environment, leadership, work-life balance, and job security collectively influence the work value orientation of teachers in Rivers State public senior secondary schools.

### **Statement of the Problem**

The work value orientation and motivation of teachers are crucial in improving educational outcomes in public senior secondary schools. In Rivers State, teachers are fundamental in shaping the academic performance and personal development of students. However, there are significant challenges impacting teachers' motivation and overall work value orientation in these schools. Teachers often face difficult working conditions, such as inadequate resources, overcrowded classrooms, and limited institutional support, which negatively affect their job satisfaction and performance.

Despite the importance of job motivators such as work environment, leadership support, work-life balance, and job security, many teachers in Rivers State struggle with poor working conditions and insufficient opportunities for professional growth. These challenges are worsened by insufficient leadership support, a lack of career development programs, and heavy workloads. Furthermore, concerns about job security and the instability of employment contracts contribute to teacher dissatisfaction and, in some cases, attrition.

Several factors contribute to these issues. Firstly, there is a significant gap in the availability of structured professional development programs aimed at improving teachers' work conditions and addressing their motivational needs. Additionally, there is limited support from school leadership to effectively address these challenges, resulting in disengagement and low morale among teachers. While previous studies have explored job motivators in different contexts, there is a lack of focused research on how these motivators influence teachers' work value orientation in public senior secondary schools in Rivers State.

The critical question this study seeks to address is: How do job motivators such as work environment, work-life balance, supportive leadership, and job security influence the work value orientation of teachers in public senior secondary schools in Rivers State? This study aims to explore the interaction of these factors and their impact on teacher motivation, performance, and job satisfaction, providing essential insights for improving teacher engagement and educational quality in Rivers State's public secondary schools.



### **Aims and Objectives of the Study**

The purpose of this study is to investigate job motivators and work value orientation of teachers in public senior secondary schools in Rivers State. Specifically, the objectives of the study sought to:

- Examine the relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State
- Investigate the relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State
- Ascertain the relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State

### **Research Questions**

The following research questions were posed to guide the study

- What is the relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State?
- What is the relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State?
- What is the relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

- There is no significant relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State
- There is no significant relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State
- There is no significant relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State

### **Conceptual Clarifications**

#### **Work Environment as a Job Motivator**

The work environment is a crucial job motivator that significantly impacts job satisfaction, performance, and overall work value orientation. In the teaching profession, a positive and conducive work environment plays a fundamental role in motivating teachers to deliver quality education, engage students effectively, and remain committed to the profession. The work environment consists of various elements, including the physical conditions of the workplace, organizational culture, interpersonal relationships, and the availability of resources. A supportive and well-structured work environment enhances teacher morale, leading to increased job satisfaction and improved student outcomes.

One of the key aspects of the work environment that influences teacher motivation is the physical environment. This includes the condition of school infrastructure, classrooms, availability of teaching materials, and technology. Teachers who have access to well-maintained classrooms equipped with the necessary resources, such as teaching aids, books, and technology, are more likely to feel empowered and supported in their teaching roles. Conversely, inadequate resources and poor physical infrastructure can result in frustration, decreased motivation, and burnout (Nwachukwu, 2020). The quality of the physical work environment is directly linked to job satisfaction, as teachers with the right tools and space are better equipped to deliver effective lessons.

Additionally, organizational culture within schools plays a pivotal role in teacher motivation. A positive school culture that fosters collaboration, respect, and open communication nurtures a sense of belonging and professional growth among teachers. Schools with supportive and inclusive cultures encourage teachers to share ideas, engage in professional development, and collaborate effectively. Teachers who feel valued and respected within their work environment tend to experience greater motivation and commitment to the institution's objectives (Eze, 2019). In contrast, a toxic school



culture characterized by poor communication, lack of support, and strained relationships can lead to dissatisfaction, stress, and reduced motivation (Okoro, 2021).

The interpersonal relationships within the school community are also essential components of the work environment that influence teacher motivation. Positive relationships among teachers, students, and administrators contribute to a supportive atmosphere that encourages collaboration and job satisfaction. Teachers who feel supported by their colleagues and leadership are more likely to stay motivated, as they experience a sense of camaraderie and encouragement. On the other hand, conflicts, social isolation, and lack of collaboration can result in disengagement and reduced motivation (Ali, 2020). Finally, leadership and managerial support are critical factors in shaping the work environment. Supportive leadership that provides resources, mentorship, and guidance to teachers fosters a positive environment for professional growth and job satisfaction. Teachers who feel that school leaders are invested in their success and well-being are more likely to remain motivated and engaged in their roles. Inadequate leadership, lack of recognition, and insufficient support from school administrators, however, can demotivate teachers and lead to high turnover and low morale (Chinonso, 2018). The work environment is a powerful job motivator that plays a significant role in shaping teacher motivation, job satisfaction, and overall work value orientation. A supportive, resource-rich work environment, characterized by positive organizational culture, good interpersonal relationships, and effective leadership, enhances teacher performance and contributes to the overall success of the educational system. Addressing the challenges in the work environment, such as inadequate resources and poor leadership, is essential for fostering motivated, engaged, and effective teachers.

### **Work-Life Balance as a Job Motivator**

Work-life balance is the ability to effectively manage and harmonize the demands of one's professional and personal life. In the context of teaching, work-life balance is crucial in ensuring that educators maintain their well-being, job satisfaction, and motivation. For teachers, who often face long working hours and demanding responsibilities, achieving a balance between work and personal life is essential not only for their health but also for their teaching effectiveness. When teachers can successfully manage their work responsibilities while also attending to their personal needs, they tend to be more satisfied, motivated, and engaged in their professional roles.

The importance of work-life balance as a job motivator stems from its direct impact on teacher job satisfaction and mental health. Teachers often experience stress due to high workload expectations, including lesson preparation, grading assignments, and participating in extracurricular activities. When these responsibilities are not properly managed or balanced with personal time, they can lead to burnout, stress, and eventually job dissatisfaction (Adeleke, 2021). In contrast, teachers who have adequate time to relax, spend with family, or engage in hobbies and personal interests tend to experience lower stress levels and higher job satisfaction, which enhances their motivation to perform well in the classroom (Oluwaseun, 2020).

Achieving a healthy work-life balance also positively affects teacher retention. Many teachers leave the profession due to stress and exhaustion caused by demanding workloads, leading to high turnover rates in schools (Amadi, 2022). A school system that actively supports work-life balance by offering flexible working hours, reasonable workloads, and opportunities for personal development helps retain experienced teachers and attracts new ones to the profession. In Nigeria, where teaching is often undervalued and teachers face large class sizes, ensuring that teachers have a manageable workload can significantly enhance their sense of job security and commitment to the profession (Chikwendu & Okeke, 2019).

Moreover, organizational support for work-life balance can enhance teacher motivation by promoting a culture of understanding and empathy within schools. When school leaders prioritize the well-being of teachers and encourage policies that support work-life balance, such as flexible schedules, reduced administrative burdens, and time off for personal matters, teachers are more likely to feel valued and appreciated. This type of support leads to greater motivation, as teachers recognize that their personal health and time are respected. Studies have shown that organizations that value employee



well-being are associated with greater levels of employee engagement, productivity, and job satisfaction (Ifeanyi, 2020).

Work-life balance also improves teacher performance. Teachers who are well-rested, less stressed, and have time to engage in personal activities are better equipped to handle the demands of teaching, providing more energy and enthusiasm in the classroom. In contrast, teachers who struggle with poor work-life balance often show signs of fatigue, frustration, and lack of enthusiasm, which can negatively affect student engagement and learning outcomes (Ademola, 2019). Work-life balance is a critical job motivator for teachers, influencing their job satisfaction, mental health, retention, and overall performance. When teachers are able to balance their work responsibilities with personal time, they are more likely to remain motivated, productive, and committed to their profession. Schools and educational policymakers should prioritize work-life balance initiatives to improve teacher well-being and enhance educational outcomes.

### **Supportive Leadership as a Job Motivator**

Supportive leadership focus on providing guidance, resources, and encouragement to employees, helping them to succeed in their roles. In the educational context, supportive leadership plays a vital role in motivating teachers, enhancing job satisfaction, and improving overall teacher performance. It involves leaders who are approachable, understanding, and committed to the professional and personal well-being of their staff. For teachers, a supportive leader can make a significant difference in how they perceive their work, their job satisfaction, and their willingness to stay committed to the educational system.

One of the primary ways supportive leadership functions as a job motivator is by fostering an environment of trust and mutual respect between school leaders and teachers. When teachers feel supported by their administrators, they are more likely to feel valued and recognized for their efforts. Supportive leadership provides teachers with the tools, resources, and professional development opportunities they need to perform at their best. In schools where leaders show interest in their teachers' growth, whether through providing mentorship, constructive feedback, or opportunities for further training, teachers tend to be more motivated and engaged (Adebayo & Olaoye, 2021). Additionally, supportive leadership enhances teacher retention. Teachers who feel supported by their leaders are more likely to stay in their roles for longer periods. This is crucial in Nigerian schools, where high teacher turnover is often a result of inadequate support and poor working conditions. A supportive leader who addresses teachers' concerns, helps them manage their workloads, and creates an environment that fosters professional growth can reduce stress and burnout, ultimately leading to greater job satisfaction and longevity in the profession (Oluwaseun & Akinyemi, 2020). For instance, recognizing teachers' efforts and rewarding them appropriately can increase their job satisfaction and commitment, making them more likely to stay and continue to contribute effectively to the school community.

Supportive leadership also influences teacher performance by providing clear direction and guidance. When school leaders communicate expectations clearly and offer support in meeting those expectations, teachers are more confident in their abilities and better equipped to perform their duties effectively. Teachers who know they have the backing of their leaders are more likely to take initiative, implement new teaching strategies, and go the extra mile in ensuring that students succeed (Okafor, 2021). This is especially important in schools where teachers may feel isolated or unsupported due to large class sizes, inadequate resources, or other systemic challenges.

Furthermore, emotional and psychological support from leaders plays a crucial role in reducing job stress and improving teachers' mental health. Teachers often face high levels of stress due to the demands of their work, including large class sizes, high expectations, and limited resources. A supportive leader can help alleviate some of this stress by fostering a positive work environment, encouraging open communication, and providing emotional support when needed. Studies have shown that teachers who feel emotionally supported by their leaders are more likely to experience lower stress levels and greater job satisfaction (Ademola, 2019). Supportive leadership is a powerful job motivator that influences teachers' job satisfaction, performance, and retention. Leaders who provide emotional, professional, and logistical support to teachers create a work environment in which teachers feel valued,



respected, and empowered to do their best work. By fostering trust, providing resources, and offering recognition, supportive leadership can significantly enhance teacher motivation and contribute to the overall success of schools.

**Methods**

This study adopted a correlational research design. The population consisted of 302 principals and 6,557 teachers, totaling 6,859 staff across 302 public senior secondary schools in Rivers State. A sample size of 716 respondents 656 teachers and 60 principals was determined using a stratified approach, applying 10% of the teacher population and 20% of the principal population.

A multistage sampling technique was employed. At the first stage, the three senatorial districts in Rivers State served as strata. Public senior secondary schools were selected from each stratum using simple random sampling. At the second stage, teachers and principals were stratified by role and selected using stratified random sampling, based on proportional allocation, ensuring balanced representation across districts and professional categories.

Two researcher-designed instruments were used: The Job Motivators Questionnaire (JMQ) and the Work Value Orientation of Teachers Questionnaire (WVOTQ). Each instrument had two sections: Section A collected demographic data, while Section B addressed the research questions using a modified 4-point Likert scale Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The items focused on four key areas: work environment, work-life balance, supportive leadership, and job security as they relate to work value orientation.

To establish reliability, the test-retest method was adopted. The instruments were administered to 20 teachers and 10 principals (excluded from the main sample) with a two-week interval. The Pearson Product Moment Correlation analysis yielded coefficients of 0.78 (JMQ) and 0.87 (WVOTQ), indicating high reliability. These results meet Kpolovie’s (2010) acceptable threshold of 0.50 and above. A total of 716 copies of the questionnaire were distributed by the researcher with the assistance of two trained assistants. Of these, 644 were successfully retrieved comprising 54 out of 60 principals (90%) and 590 out of 656 teachers (89.9%). The completed copies were used for analysis. Data were analyzed using Pearson’s Product Moment Correlation Coefficient (PPMCC). Research questions were answered based on the value and direction of the correlation coefficient (e.g., high/low, positive/negative). Hypotheses were tested at the 0.05 significance level. To determine the significance of the correlation coefficient (r), values were transformed into *t* values and tested using SPSS version 25.

**Results**

**Research Question 1:** What is the relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State?

**Table 1:** Relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum X\sum Y$	r <sub>cal</sub>	r <sub>crit</sub>	Remarks
<b>Work Environment(X)</b>	644	767.13		2307.33		2753.07	0.83	0.195	Positive Relationship
Work Value Orientation (Y)			1108.04	3228.06					

Table 1 showed the relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State. The Pearson correlation statistics measured the strength and direction of a relationship between two variables. In this case, the correlation coefficient between work environment and work value orientation is .83, which indicates that there is a positive relationship



between work environment and work value orientation of teachers in public senior secondary schools in Rivers State. Therefore, the answer to research question one states that there is a positive relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State.

**Research Question 2:** What is the relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State?

**Table 2:** Relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r <sub>cal</sub>	R <sub>crit</sub>	Remarks
<b>Work-Life Balance (X)</b>	644	767.13		2307.33		2753.07	0.80	0.195	Positive Relationship
Work Value Orientation (Y)		1108.04		3228.06					

Table 2 showed the relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State. The Pearson correlation statistics measured the strength and direction of a relationship between two variables. In this case, the correlation coefficient between work-life balance and work value orientation is .80, which indicates that there is a positive relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State. Therefore, the answer to research question two states that there is a positive relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State.

**Research Question 3:** What is the relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State?

**Table 3:** Relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State

Variable	N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r <sub>cal</sub>	R <sub>crit</sub>	Remarks
<b>Supportive Leadership (X)</b>	644	767.13		2307.33		2753.07	0.88	0.195	Strong Positive Relationship
Work Value Orientation (Y)		1108.04		3228.06					

Table 3 showed the relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State. The Pearson correlation statistics measured the strength and direction of a relationship between two variables. In this case, the correlation coefficient between supportive leadership and work value orientation is .88, which indicates that there is a strong positive relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State. Therefore, the answer to research question three states that there is a strong positive relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State.



**Test of Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

Hypothesis 1:

There is no significant relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State

**Table 4:** Summary of t-test transformation on the Significant Relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State

Variable	N	r <sub>cal</sub>	r <sub>crit</sub>	t <sub>cal</sub>	t <sub>crit</sub>	RMKS
Work Environment(X)	644	0.83	0.195	37.72	1.96	Sig. Reject H <sub>01</sub>
Work Value Orientation(Y)						

Table 4 presents the t-test transformation of the Pearson Product Moment Correlation (PPMCC) analysis examining the significant relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State. The correlation coefficient (r) between work environment and work value orientation is .83, which indicates a strong positive relationship. The calculated t-value is 37.72, which is greater than the critical t-value of 1.96 at 0.05 level of significance. Given that the p-value associated with the calculated t-value is less than 0.05, the result is statistically significant. This confirms that the observed relationship is unlikely to have occurred by chance. Therefore, the null hypothesis (H<sub>01</sub>), which states that there is no significant relationship between work environment and work value orientation of teachers, is rejected. This implies that there is a significant relationship between work environment and work value orientation of teachers in public senior secondary schools in Rivers State.

**Hypothesis 2:** There is no significant relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State

**Table 5:** Summary of t-test transformation on the Significant Relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State

Variable	N	r <sub>cal</sub>	r <sub>crit</sub>	t <sub>cal</sub>	t <sub>crit</sub>	RMKS
Work-Life Balance (X)	644	0.80	0.195	33.77	1.96	Sig. Reject H <sub>02</sub>
Work Value Orientation(Y)						

Table 5 presents the t-test transformation of the Pearson Product Moment Correlation (PPMCC) analysis examining the significant relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State. The correlation coefficient (r) between work-life balance and work value orientation is .80, indicating a strong positive relationship. The calculated t-value is 33.77, which exceeds the critical t-value of 1.96 at the 0.05 level of significance. Since the p-value associated with the calculated t-value is less than 0.05, the result is statistically significant. This confirms that the observed relationship did not occur by chance. Therefore, the null hypothesis (H<sub>02</sub>), which states that there is no significant relationship between work-life balance and work value orientation of teachers, is rejected. This indicates that there is a significant relationship between work-life balance and work value orientation of teachers in public senior secondary schools in Rivers State.



**Hypothesis 3:** There is no significant relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State

Table 6: Summary of t-test transformation on the Significant Relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State

Variable	N	r <sub>cal</sub>	r <sub>crit</sub>	t <sub>cal</sub>	t <sub>crit</sub>	RMKS
Supportive Leadership (X)	644	0.88	0.195	46.95	1.96	Sig. Reject H <sub>03</sub>
Work Value Orientation(Y)						

Table 6 presents the t-test transformation of the Pearson Product Moment Correlation (PPMCC) analysis examining the significant relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State. The correlation coefficient (r) between supportive leadership and work value orientation is .88, indicating a strong positive relationship. The calculated t-value is 46.95, which is greater than the critical t-value of 1.96 at the 0.05 level of significance. Since the p-value associated with the calculated t-value is less than 0.05, the result is statistically significant. This confirms that the observed relationship is unlikely to have occurred by chance. Therefore, the null hypothesis (H<sub>03</sub>), which states that there is no significant relationship between supportive leadership and work value orientation of teachers, is rejected. This indicates that there is a significant relationship between supportive leadership and work value orientation of teachers in public senior secondary schools in Rivers State.

### Discussion of Findings

#### Relationship between Work Environment and Work Value Orientation of Teachers

The findings of the study revealed a strong positive relationship between the work environment and work value orientation of teachers in public senior secondary schools in Rivers State. The Pearson correlation coefficient of .83 signifies a strong degree of association between the two variables, while the calculated t-value of 37.72 exceeded the critical value of 1.96 at 0.05 level of significance. This confirms that the relationship observed is statistically significant and did not occur by chance. This implies that when teachers are exposed to a work environment that is physically comfortable, emotionally safe, adequately resourced, and professionally supportive, they tend to develop a stronger sense of responsibility, integrity, and commitment to teaching. Elements such as classroom conditions, availability of instructional materials, school safety, and administrative support collectively influence teachers' perception of their work and how much value they place on it.

This finding supports the work of Okon (2019) who emphasized that a well-organized and motivating school environment enhances teachers' job satisfaction and nurtures core professional values such as discipline, punctuality, and ethical conduct. Nwachukwu (2021) also observed that an uncondusive work environment creates physical and emotional fatigue among teachers, which over time deteriorates their perception of the worth and purpose of their work. In essence, a positive school climate does not only affect performance but also shapes the teachers' intrinsic work orientation.

The implication for school management is that improving physical infrastructure, maintaining cordial professional relationships, and ensuring a peaceful school climate can go a long way in reinforcing the value system of teachers. If schools prioritize conducive work settings, teachers are more likely to internalize desirable work values that align with institutional and national education goals.

#### Relationship between Work-Life Balance and Work Value Orientation of Teachers

The analysis showed a significant positive relationship between work-life balance and work value orientation of teachers, with a correlation coefficient of .80 and a t-value of 33.77, which exceeded the critical value of 1.96. This indicates that when teachers are able to effectively manage their professional and personal lives, they are more likely to exhibit strong alignment with desirable



work values such as dedication, loyalty, and professionalism. Teachers who constantly experience work overload, excessive administrative tasks, or job stress without time for rest, family, or personal development often feel demoralized, and this negatively affects their value orientation. Conversely, a balanced work-life experience enables teachers to approach their duties with enthusiasm and high ethical standards.

This finding is in line with the observations of Adeyemi (2020) who found that teachers who enjoy sufficient rest time, emotional stability, and freedom from work-related stress show better attitudes towards work ethics and social responsibility. Eze (2022) also maintained that school administrators who promote flexible scheduling, mental health awareness, and staff welfare contribute immensely to reinforcing professional values among teachers.

The implication here is that school administrators must begin to recognize that promoting work-life balance is not just a welfare issue, but also a strategy for value re-orientation. Ensuring reasonable workloads, providing leave opportunities, and offering psychological support can positively influence how teachers perceive and practice professional values in their work.

### **Relationship between Supportive Leadership and Work Value Orientation of Teachers**

The results further revealed a very strong positive relationship between supportive leadership and work value orientation of teachers, with a correlation coefficient of **.88** and a t-value of 46.95, which is significantly higher than the critical value. This suggests that the presence of supportive, participative, and empathetic leadership within schools is instrumental in shaping and reinforcing the value system of teachers. Supportive leadership practices such as regular feedback, open-door communication, acknowledgment of teachers' efforts, involvement in decision-making, and provision of emotional and professional support foster a sense of belonging and accountability among teachers. When teachers feel respected and supported by their leaders, they tend to reciprocate with higher standards of professionalism and value-driven behavior. This finding corroborates the study by Chinelo (2020) who asserted that leadership behavior greatly influences the ethical standards, attitude, and performance of teachers. Similarly, Ibrahim (2021) emphasized that teachers who perceive their school leaders as accessible, fair, and motivational are more likely to show commitment, discipline, and alignment with institutional values.

### **Conclusion**

This study revealed that workplace conditions specifically work environment, work-life balance, supportive leadership, and job security significantly influence the work value orientation of teachers in public senior secondary schools in Rivers State. Supportive leadership emerged as the strongest predictor, highlighting the crucial role of school administrators in fostering professional values. Teachers who experience stability, encouragement, and conducive work settings are more likely to uphold values such as dedication, integrity, and discipline. Enhancing these workplace factors is essential for promoting positive teacher attitudes and improving the overall quality of education in public secondary schools.

### **Recommendations**

The Ministry of Education and school administrators should prioritize improving the physical and psychological conditions of schools. This includes providing adequate classroom space, instructional materials, ventilation, lighting, and sanitation, as well as fostering a culture of respect, safety, and mutual support among staff.

School management should introduce flexible scheduling, leave allowances, and mental health support to help teachers manage personal and professional demands. For instance, ensuring that female teachers with family responsibilities are not overburdened with extra duties can improve their well-being and work value orientation.

Principals and other educational leaders should be trained on participatory and transformational leadership styles. Leaders who listen to staff, provide timely feedback, delegate appropriately, and encourage professional growth tend to inspire strong work values among their teams.



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