

# Personal Factors and Workplace Adjustment of Secondary School Teachers in Uyo and Ibesikpo Local Government Areas of Akwa Ibom State, Nigeria

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## Abstract

## Original Research Article

The study investigated the influence of personal factors on workplace adjustment of secondary school students in Uyo and Ibesikpo Local Government Areas of Akwa Ibom State, Nigeria. Three research questions and three corresponding null hypotheses guided the conduct of the study. A descriptive survey design was adopted for the study. The population of the study consisted of 1,568 teachers in 22 public secondary schools in the study areas. A sample of 525 teachers was selected from 15 public secondary schools using stratified random sampling technique. A researcher-made instrument titled ‘Personal Factors and Workplace Adjustment Questionnaire’ (PFWAQ) was used for data collection. The instrument was face validated by three experts. The internal consistency reliability of the instrument was established and a reliability coefficient of 0.76 was obtained using Cronbach alpha statistic. Mean and standard deviation were used to answer the research questions while independent t-test and one-way analysis of variance were used to test all the null hypotheses at 0.05 alpha level of significance. The study revealed that length of service has significant influence on workplace adjustment of secondary school teachers, while level of education and age showed no significant influence. Thus, the study underscores the importance of recognising workplace adjustment as a dynamic process enhanced more by professional experience than by academic characteristics and age. Based on the findings, three recommendations were made among which is that secondary school heads in Akwa Ibom State should pair experienced teachers with newer teachers to provide guidance on classroom management and how to adapt to curriculum changes.

**Keywords:** Personal factors, workplace, adjustment, school, students.

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## Introduction

For the past two or more decades, the performance of secondary school teachers in Nigeria has gained significant attention among educational administrators, policymakers, and researchers. Teachers face increasing challenges that can impact their teaching effectiveness, job satisfaction, and emotional health. Workplace

adjustment, in particular, refers to the ability of teachers to adapt to the unique demands and environment of their school. It involves a range of processes, including adjusting to institutional policies, aligning with the school culture, managing interpersonal relationships with colleagues and students, and coping with infrastructural challenges (Ige, 2022).

Successful workplace adjustment may enable teachers to perform effectively, maintain positive emotional well-being, and contribute to the overall success of the educational institution. On the other hand, inadequate adjustment can lead to increased stress, burnout, and job dissatisfaction, negatively impacting both the teacher's professional growth and the learning outcomes of their students (Ukaegbu & Obikoya, 2017).

However, teachers' ability to adjust to their workplace may be influenced by personal factors, such as level of education, age, and length of service. According to Okorie (2019), level of education refers to the highest formal academic qualification or degree attained by an individual. In the context of teachers, this could range from a bachelor's degree in education to advanced qualifications such as a master's or doctoral degree. A teacher's level of education may reflect his/her theoretical knowledge, pedagogical training, and specialization in certain subject areas. Akunna and Okorie (2022) posited that teachers with higher levels of education may be better equipped to adapt to workplace challenges, such as changes in curriculum, educational technology, or school policies. They tend to have more effective strategies for handling classroom issues, thereby enhancing their overall workplace adjustment. Conversely, teachers with lower levels of education may face difficulties in adapting to these changes, potentially leading to frustration, stress, and lower job satisfaction (Adesina and Ogunyemi, 2021).

Age in the context of this study refers to the teacher's chronological age. While age is not always a direct measure of experience, it often correlates with a teacher's career stage (Jimmy, 2021). Younger teachers, particularly those in the early stages of their career, tend to be more flexible and open to adopting new teaching strategies, while older teachers may have years of classroom experience and developed pedagogical skills. According to Owusu-Agyemang (2021), the ability of a teacher to adjust to their workplace can be influenced by their age. Younger teachers might have an easier time adjusting to changes such as new technologies or updated teaching methods due to their familiarity with contemporary tools

and trends. However, they might lack experience in managing complex classroom situations or navigating institutional politics. On the other hand, older teachers may bring a wealth of experience, enabling them to manage classroom dynamics effectively. However, they may resist new teaching approaches, which can make it more difficult for them to adjust to evolving school environments (Adesina & Ogunyemi, 2021).

As posited by Ayibatari (2021), length of service refers to the number of years a teacher has been in the profession or at a particular institution. Teachers with longer lengths of service may have more experience in dealing with the daily challenges of teaching, including curriculum changes, students' behaviour, and administrative tasks. According to Ukpabi (2022), teachers with extended years of service typically develop deeper insights into the functioning of their school and the educational system at large. They usually have a clear understanding of classroom management and teaching strategies, as well as established relationships with colleagues and students. Thus, length of service can impact a teacher's ability to adjust to changes in the workplace. Teachers with long service have mastered classroom management and are familiar with the school environment, which can make it easier for them to adapt to routine changes. However, after many years in the profession, they may experience burnout or stagnation, especially if they feel unsupported or disengaged from the professional development process. This can hinder their adjustment to newer educational policies, technologies, or methodologies. In contrast, newer teachers, although they may face challenges in adjusting due to a lack of experience, bring fresh ideas and energy that can make it easier for them to embrace change (Standford, 2020).

From the foregoing therefore, understanding the concept of workplace adjustment and how it interacts with other personal factors is crucial for improving the well-being and performance of secondary school teachers. Effective workplace adjustment is essential not only for individual teachers but also for the wider educational system, as it influences teachers' retention, job satisfaction,

and the overall quality of education. Given these complexities, it is important to explore how personal factors influence workplace adjustment of secondary school teachers in Uyo and Ibesikpo Local Government Areas of Akwa Ibom State.

### Statement of the Problem

The performance of secondary school teachers in Nigeria, particularly in Uyo and Ibesikpo Local Government Areas of Akwa Ibom State, has become a growing concern due to increasing workplace demands, stress, job dissatisfaction, and emotional burnout. Secondary school teaching requires educators to manage classroom activities, adapt to curriculum changes, integrate educational technology, maintain professional relationships, and meet administrative expectations. These demands may place significant pressure on teachers, which may affect their teaching effectiveness, job satisfaction, and emotional health.

Despite the critical importance of effective workplace adjustment, some secondary school teachers struggle to adapt successfully to the numerous challenges they face in their professional environment. This failure to adjust can have a range of negative consequences, both for the teachers themselves and the students they are responsible for educating. Teachers who fail to manage the demands of their role may experience increased levels of stress and burnout, which can lead to a decline in their overall well-being. Prolonged stress can manifest as physical exhaustion, mental health struggles such as anxiety or depression, and a general sense of disengagement from their work. This burnout not only affects the teachers' ability to perform at their best, but it also impacts the classroom environment, as teachers may find themselves struggling with classroom management. Without the ability to establish authority or maintain an organized and respectful classroom, disruptive behaviour from students may become more frequent, further diminishing the learning experience for all involved.

While previous studies have highlighted the importance of workplace adjustment, there

is limited empirical evidence examining how personal factors such as level of education, age, and length of service influence the workplace adjustment of secondary school teachers. Therefore, it became necessary to investigate the influence of level of education, age, and length of service on workplace adjustment of secondary school teachers in Uyo and Ibesikpo Local Government Area of Akwa Ibom State.

### Purpose of the Study

The purpose of this study was to investigate the influence of personal factors on workplace adjustment of secondary school teachers in Uyo and Ibesikpo Local Government Area of Akwa Ibom State, Nigeria. Specifically, the objectives of the study were to investigate the influence of:

1. Level of education on workplace adjustment of secondary school teachers.
2. Age on workplace adjustment of secondary school teachers.
3. Length of service on workplace adjustment of secondary school teachers.

### Research Questions

The following research questions guided the conduct of the study:

1. What is the influence of level of education on the workplace adjustment of secondary school teachers?
2. What is the influence of age on the workplace adjustment of secondary school teachers?
3. What is the influence of length of service on the workplace adjustment of secondary school teachers?

### Research Hypotheses

The following null hypotheses guided the conduct of the study at .05 level of significance:

1. Level of education has no significant influence on the workplace adjustment of secondary school teachers.

2. Age has no significant influence on the workplace adjustment of secondary school teachers.
3. Length of service has no significant influence on the workplace adjustment of secondary school teachers.

### Scope of the Study

The study investigated the influence of personal factors on workplace adjustment of secondary school teachers. Personal factors, namely level of education, age, and length of service served as the independent variables, while workplace adjustment was examined as the dependent variable. The study was delimited to teachers in public secondary schools in Uyo and Ibesikpo Local Government Area of Akwa Ibom State.

### Theoretical Framework

#### Life-Span Development Theory by Erik Erikson (1950s)

Life-Span Development Theory, propounded by Erik Erikson in the 1950s, focuses on the psychosocial development of individuals across their entire lifespan. Erikson's theory is built on the idea that individuals pass through eight stages of development, each marked by a key conflict that must be resolved for healthy emotional and social growth. The theory emphasizes the interaction between an individual's biological and social environments and the development of their identity, capabilities, and relationships. Life-Span Development Theory emphasises the notion that age and life stage significantly influence an individual's abilities, behaviours, and coping strategies. Erikson's theory highlights how individuals face different developmental challenges at different points in their lives, and their ability to handle these challenges is affected by their experiences and psychosocial environment.

The relationship between Life-Span Development Theory and this study can be explained as follows: Age plays a crucial role in how teachers experience and respond to the challenges of the workplace. Younger teachers may be in a stage of "identity versus role confusion" (Erikson's fifth stage), where they

are still developing their professional identities and confidence. On the other hand, older teachers may be in later stages of development, such as "integrity versus despair," which might make them more reflective and adaptable to change. Moreover, the length of service provides insight into the teacher's professional identity, with more experienced teachers having likely passed through various phases of professional growth and adjustment. These age and experience-related differences can contribute to how teachers cope with workplace stress and how they integrate into the school culture.

#### Adjustment Theory by George Kelly (1955)

Adjustment Theory was propounded by George Kelly in 1955 and is grounded in the idea that individuals continuously adjust their behaviours and perceptions based on their experiences to maintain equilibrium in their environment. Kelly proposed that people develop a series of personal constructs such as mental frameworks or filters through which they interpret and respond to the world. These constructs guide how individuals perceive themselves and their environment, and when these perceptions are challenged by new experiences, individuals are motivated to adjust their constructs to restore balance.

The theory also emphasises that adjustment is a process of adaptation, where people actively seek to make sense of their environment and modify their behaviour accordingly. According to Kelly, adjustment occurs when individuals revise their cognitive frameworks to handle new situations, challenges, and changes in their life. However, adjustment can also involve distress if the individual's personal constructs are too rigid or conflict with new experiences.

The relationship between Adjustment Theory and this study on teachers' workplace adjustment can be explained as follows: Teachers, much like other professionals, need to adjust their personal constructs (e.g., teaching methods, classroom management strategies, interpersonal communication) to fit the demands of their workplace. Personal factors such as level of education, age, and length of service can play vital roles in shaping a

teacher's cognitive frameworks and their ability to adjust effectively. For instance, younger or less experienced teachers may have less developed constructs to draw from, making it harder for them to adjust to the challenges of the school environment. Conversely, more experienced teachers may have refined their strategies and perspectives, making their adjustment process smoother.

## Empirical Literature

### Level of Education and Workplace Adjustment

A study conducted by Nwankwo and Okafor (2020) investigated how educational qualifications impacted the workplace adjustment of secondary school teachers in Enugu State. The researchers used a descriptive survey design with a sample size of 455 teachers selected through stratified random sampling from 20 secondary schools. Data were collected using the "Workplace Adjustment Scale for Teachers (WAST)" and a reliability coefficient of 0.78 was obtained. Analysis of variance (ANOVA) was employed to analyse the data. The results indicated that teachers with higher educational qualifications (bachelor's degree and above) demonstrated better workplace adjustment, characterized by higher levels of job satisfaction, emotional regulation, and interpersonal communication. In contrast, teachers with lower educational qualifications (secondary school certification) exhibited more challenges in adapting to work-related stressors, which affected their performance and job satisfaction. The study emphasised the need for professional development and continuous education for teachers to improve their workplace adjustment.

A similar study by Luckyman and Douglas (2019) examined the relationship between educational level and workplace adjustment among high school teachers in the United States. A sample of 525 teachers was selected from schools in urban and rural areas across Texas using a random sampling technique. The researchers employed a questionnaire titled "Teacher Workplace Adjustment Inventory (TWI)" for data collection, which had a reliability coefficient of 0.74. The data were analysed using multiple

regression analysis. The findings showed that teachers with higher educational levels, such as Master's or Doctoral degrees, were better at adapting to new teaching methods, collaborating with colleagues, and managing student behavioural issues. Conversely, teachers with less formal education showed lower levels of adjustment in these areas. The authors concluded that advanced education programs for teachers contribute significantly to improving their ability to manage the challenges of modern educational environments.

In contrast, a study by Eneh and Obioma (2022) explored the influence of educational qualifications on the workplace adjustment of secondary school teachers in Port Harcourt, Rivers State. A descriptive survey design was adopted with 450 participants selected using purposive sampling from 15 secondary schools. Data were gathered using the "Teachers' Workplace Adjustment Scale (TWAS)" and a reliability coefficient of 0.76 was obtained. The study used t-test analysis for data interpretation. The findings revealed no significant relationship between educational attainment and workplace adjustment among teachers in the study. Regardless of whether the teachers held secondary, diploma, or degree qualifications, their adjustment to workplace demands, including managing workload, student interactions, and emotional stress, appeared similar. The authors suggested that other factors, such as personal resilience and teaching experience, might play a more crucial role in workplace adjustment than formal education alone.

### Age and Workplace Adjustment

In their own study, Okwara and Nwachukwu (2021) explored the role of age in workplace adjustment among secondary school teachers in Imo State. A descriptive survey design was used, with a sample size of 488 teachers selected using random sampling from 18 schools. Data were collected using the "Teacher Workplace Adjustment Questionnaire (TWAQ)," which had a reliability coefficient of 0.80. The analysis was performed using one-way analysis of variance (ANOVA). The findings revealed that older teachers (aged 45 and above) exhibited higher levels of workplace

adjustment, including better stress management, greater job satisfaction, and stronger interpersonal relationships with colleagues. In contrast, younger teachers (aged 25-34) showed lower levels of adjustment, often struggling with workload management and stress-related issues. The researchers concluded that age-related experience and maturity contribute positively to workplace adjustment in teaching environments.

A related study by Brown and Jeff (2020) examined how age influenced workplace adjustment among secondary school teachers in Canada. The study used a descriptive survey design, with a sample size of 5750 teachers randomly selected from various high schools in Ontario. Data were collected through the "Teacher Adjustment Scale (TAS)" and a reliability coefficient of 0.79 was obtained. The data were analysed using multiple regression analysis. The results indicated a significant positive relationship between age and workplace adjustment. Older teachers (aged 50 and above) demonstrated greater adaptability to changing educational policies, classroom management challenges, and professional collaboration. Younger teachers (aged 30 and below) faced more challenges in these areas, likely due to fewer years of experience. The study suggested that the experience and confidence that come with age are vital for effective adjustment to the demands of the teaching profession.

In another study, Adebayo and Salawu (2022) examined the effect of age on workplace adjustment among secondary school teachers in Lagos State. A descriptive survey design was employed, with a sample of 954 teachers selected through purposive sampling from 20 schools. The "Workplace Adjustment Index (WAI)" was used for data collection, and it had a reliability coefficient of 0.75. Data were analysed using t-test analysis. Contrary to expectations, the results revealed no significant relationship between age and workplace adjustment. Teachers of all age groups, from younger teachers (aged 25-35) to older teachers (aged 45 and above), showed similar levels of workplace adjustment. The researchers noted that factors such as personality traits, teaching experience, and professional development

programs had a more substantial impact on teachers' ability to adjust to workplace demands than age alone.

### **Length of Service and Workplace Adjustment**

A study by Eze and Okoro (2021) investigated the influence of length of service on workplace adjustment among secondary school teachers in Ebonyi State. A descriptive survey design was used, with a sample size of 420 teachers selected through stratified random sampling from 15 secondary schools. The "Teacher Adjustment Assessment Tool (TAAT)" was employed to gather data and a reliability coefficient of 0.77 was obtained. One-way analysis of variance (ANOVA) was used to analyse the data. The findings revealed that teachers with longer service years (over 10 years) showed significantly better adjustment in areas such as managing work-related stress, adapting to educational reforms, and maintaining positive relationships with colleagues. In contrast, teachers with fewer years of service (less than 5 years) exhibited greater difficulty adjusting to these demands, often experiencing more stress and burnout. The study concluded that experience gained through longer service is a critical factor in improving workplace adjustment.

A related study by Lee and Wong (2019) examined the role of length of service in the workplace adjustment of secondary school teachers in Singapore. The research adopted a descriptive survey design with a sample of 415 teachers selected randomly from 20 high schools. Data were collected using the "Teacher Workplace Adjustment Scale (TWAS)," which had a reliability coefficient of 0.71. Multiple regression analysis was applied to the data. The results showed a significant positive relationship between length of service and workplace adjustment. Teachers with more than 15 years of experience demonstrated better coping strategies for classroom management, more effective communication with parents, and stronger adaptability to curriculum changes. Teachers with fewer years of service (less than 5 years) struggled more with these challenges. The study emphasised the role of accumulated experience and the importance of mentorship programs for younger teachers.

In another study by Nwoke and Obi (2022), the impact of length of service on workplace adjustment was explored among secondary school teachers in Delta State. A descriptive survey design was employed, with 573 teachers selected using purposive sampling from 12 secondary schools. The "Workplace Adjustment Inventory for Teachers (WAIT)" with a reliability coefficient of 0.77 was used for data collection. Data were analysed using t-test analysis. Contrary to expectations, the study found no significant relationship between length of service and workplace adjustment. Teachers with varying years of service, from 1 to over 20 years, showed similar levels of adjustment in managing work stress, adapting to teaching innovations, and interacting with students. The researchers noted that factors such as individual personality, professional development programs, and school support systems may play a more significant role than length of service alone.

Thus, despite the growing body of research on workplace adjustment, there remains a noticeable gap in studies specifically focusing on the influence of personal factors on the workplace adjustment of secondary school teachers particularly in Uyo Local Government Area of Akwa Ibom State, Nigeria. This present study was conducted to fill this gap by exploring how personal factors influence the workplace adjustment of secondary school teachers in this specific context, thereby contributing to a more detailed understanding of the dynamics at play.

### Research Design

This study adopted a descriptive survey design to explore how personal background factors influence the workplace adjustment of secondary school teachers in Ibesikpo and Uyo Local Government Areas of Akwa Ibom State, Nigeria. A descriptive survey design is appropriate for gathering data on the current conditions of a population without manipulating variables stated by Best and Kahn (2006).

### Population of the Study

The population of the study consisted of 1,568 teachers in 22 public secondary schools in Uyo and Ibesikpo Local Government Areas of

Akwa Ibom State, Nigeria. This figure was obtained from the Akwa State Ministry of Education, Uyo (2026).

### Sample and Sampling Technique

A sample of 525 teachers from 15 public schools in Uyo and Ibesikpo Local Government Areas of Akwa Ibom State was selected for the study. To ensure the sample was representative of the target population, a stratified random sampling technique was used. The teachers were divided into different strata based on three key factors: level of education, age, and length of service. Teachers were first grouped according to their level of education, with categories such as those holding a bachelor's degree, or higher qualifications such as a master's or Ph.D degree. Next, they were stratified based on age, with categories including below 36 years, 36–50 years, and 51 years and above. The final stratification was based on length of service, with teachers grouped into categories such as 0–5 years, 6–14 years, and 15 years and above. Within each stratum, teachers were randomly selected to participate in the study. The number of teachers chosen from each stratum was proportional to the number of teachers in that group, ensuring that the sample accurately reflected the population's composition in terms of education, age, and experience.

### Instrumentation

A researcher-made instrument, titled "Personal Factors and Workplace Adjustment Questionnaire" (PFWAQ) was used for data collection. The instrument consisted of two sections. Section A focused on personal factors, namely level of education, age, and length of service. Section B contained fifteen items which measured secondary school teachers' workplace adjustment and they were rated Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point.

### Validation of the Instrument

The instrument was face validated by three experts. Two experts were from the Department of Guidance and Counselling, and one expert was from the Department of

Psychological Foundations of Education, Faculty of Education, University of Uyo. The purpose of the validation process was to ensure that the instrument accurately measured what it is intended to measure. The experts reviewed the items for clarity, relevance, and suitability for the study. Their feedback and suggestions were incorporated into the final versions of the instrument.

**Reliability of the Instrument**

To determine the internal consistency reliability of the instrument, the researcher randomly selected 30 teachers from public secondary schools who were not part of the sample of the study to respond to the instrument. The data collected were analysed using Cronbach’s alpha statistic to assess inter-item consistency and the reliability coefficient of 0.74 was obtained indicating good internal consistency for the instrument.

**Method of Data Analysis**

**Results**

**Table 1: Mean and standard deviation scores of the influence of level of education on workplace adjustment of secondary school teachers in Uyo and Ibesikpo Local Government Areas (n = 525)**

Level of Education	n	Mean	S.D	Remarks
B.Ed/B.A/B.Sc	401	2.91	0.51	High Extent
M.Ed/M.A/M.Sc/Ph.D	124	2.95	0.57	High Extent

Table 1 shows that both B.Ed/B.A/B.Sc and M.Ed/M.A/M.Sc/Ph.D secondary school teachers experience a high extent of workplace adjustment, with mean scores of 2.91 and 2.95, respectively. The standard deviations are 0.51 for the B.Ed/B.A/B.Sc group and 0.57 for the

Mean and standard deviation were used to answer the research questions. Independent t-test was used to test null hypothesis 1 while one-way analysis of variance (ANOVA) was used to test null hypotheses 2 and 3 at 0.05 alpha level of significance. Data were analysed using the Statistical Package for Social Sciences (SPSS).

**Decision Rule**

The following decision rule guided the answering of all the research questions:

3.50 - 4.00 Very High Extent (VHE)

2.50 - 3.49 High Extent (HE)

1.50 - 2.49 Low Extent (LE)

1.00 - 1.49 Very Low Extent (VLE)

However, if the p-value is less than .05 level of significance, the null hypothesis was rejected but if the p-value is greater than .05 level of significance, the null hypothesis was accepted.

M.Ed/M.A/M.Sc/Ph.D group, suggesting a slightly higher variability in the adjustment scores for M.Ed/M.A/M.Sc/Ph.D teachers compared to B.Ed/B.A/B.Sc teachers. However, both groups show similar levels of workplace adjustment overall.

**Table 2: Mean and standard deviation scores of the influence of age on workplace adjustment of secondary school teachers in Uyo and Ibesikpo Local Government Areas (n = 525)**

Age	n	Mean	S.D	Remarks
Below 36 years	119	2.54	0.32	High Extent
36 – 50 years	208	2.52	0.47	High Extent
51 years & above	198	2.57	0.55	High Extent

Table 2 above shows the mean and standard deviation scores for the influence of age on workplace adjustment of secondary school teachers. Teachers across all age groups (below 36 years, 36–50 years, and 51 years & above) reported a high extent of workplace adjustment, as indicated by their mean scores ranging from

2.52 to 2.57. The standard deviations (0.32, 0.47, and 0.55) suggest that there is a moderate variation in how different individuals within each age group experience workplace adjustment, but overall, the influence of age on adjustment remains relatively consistent across all age categories.

**Table 3: Mean and standard deviation scores of the influence of length of service on workplace adjustment of secondary school teachers in Uyo and Ibesikpo Local Government Areas (n = 525)**

Length of Experience	n	Mean	S.D	Remarks
1 – 5 years	176	2.21	0.25	Low Extent
6 – 14 years	261	2.56	0.49	High Extent
15 years & above	88	2.83	0.62	High Extent

Table 3 presents the mean and standard deviation scores for the influence of length of teaching experience on workplace adjustment of secondary school. Teachers with 1–5 years of experience reported a low extent of workplace adjustment (mean = 2.21, SD = 0.25), while those with 6–14 years and 15 years & above

reported a high extent (means = 2.56 and 2.83, SDs = 0.49 and 0.62, respectively). This suggests that workplace adjustment tends to improve with greater teaching experience, and there is slightly more variation in adjustment among teachers with longer years of experience.

**Table 4: Summary of t-test on influence of level of education on workplace adjustment of secondary school teachers in Uyo and Ibesikpo Local Government Areas (n = 525)**

Level of Education	n	Mean	S.D	t-test	p-val.	Decision
B.Ed/B.A/B.Sc	401	2.91	0.51	3.216	2.746	Not Sig.
M.Ed/M.A/Ph.D	124	2.95	0.57			

The results of the t-test in Table 4 show that the p-value of 2.746 is greater than the typical significance threshold of 0.05. Therefore, the null hypothesis that the level of education has

no significant influence on workplace adjustment of secondary school teachers is accepted based on decision rule.

**Table 5: Summary of one-way analysis of variance on influence of age on workplace adjustment of secondary school teachers in Uyo and Ibesikpo Local Government Areas (n = 525)**

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	365.981	3	139.597	11.07	.359
Within Groups	11170.415	521	94.222		
Total	11535.396	524			

The one-way ANOVA results in Table 5 above show that the F-value is 11.07, but the significance value (p = 0.359) is greater than the

conventional 0.05 threshold. This indicates that age has no significant influence on workplace adjustment of secondary school teachers.

**Table 6: Summary of one-way analysis of variance on influence of length of service on workplace adjustment of secondary school teachers in Uyo and Ibesikpo Local Government Areas (n = 525)**

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	372.679	3	131.231	.048	.001
Within Groups	11162.717	521	91.876		
Total	11535.396	524			

The results of one-way ANOVA show an F-value of 0.048 and a significance value of 0.001, which is below the alpha level of 0.05. This indicates that the null hypothesis is rejected, implying that length of service has a

significant influence on workplace adjustment of secondary school teachers.

### Discussion of Findings

The finding that there is no significant influence of the level of education on workplace



adjustment of secondary school teachers suggests that the teachers' educational qualifications do not play a major role in how they adapt to their work environment. Both the B.Ed/B.A/B.Sc group and the M.Ed/M.A/M.Sc/Ph.D group had similar high scores for workplace adjustment, indicating that teachers at different educational levels experience similar levels of workplace adaptation. This pattern suggests that factors other than education, such as teaching experience, personal resilience, or support systems at work, might be more influential in determining how well teachers adjust to their roles. In contrast, teachers with more advanced degrees might not necessarily demonstrate better workplace adjustment, as educational qualifications alone may not be sufficient for coping with the demands of the job. This finding is consistent with the study by Eneh and Obioma (2022), but contrasts with the study by Luckyman and Douglas (2019), which found that higher education positively influenced workplace adjustment, suggesting that the impact of education on adjustment may vary depending on the context or other contributing factors.

The finding that age has no significant influence on workplace adjustment of secondary school teachers suggests that the age of a teacher does not significantly impact how well they adapt to their work environment. This indicates that age, whether younger or older, does not play a major role in how teachers handle workplace challenges, such as classroom management or collaboration with colleagues. Teachers across different age groups appear to show similar levels of adjustment, which implies that other factors, such as teaching experience, personality traits, or professional development opportunities, might be more critical in determining workplace adaptation. This finding aligns with the study by Adebayo and Salawu (2022), but contrasts with the study by Brown and Jeff (2020), which reported a significant positive relationship between age and workplace adjustment. The differences between these studies may reflect variations in teaching environments, the role of experience, or factors such as access to professional

development, which may be more influential than age alone in different contexts.

The finding that length of service has a significant influence on the workplace adjustment of secondary school teachers suggests that the number of years a teacher has worked plays a major role in how well they adapt to their work environment. This indicates that teachers with more years of experience, particularly those with over 15+ years of service, are likely to develop stronger coping strategies for challenges such as classroom management, communication with parents, and adaptability to curriculum changes. On the other hand, teachers with fewer years of experience (less than 6 years) tend to struggle more with these challenges, likely due to a lack of accumulated experience and exposure to various teaching situations. This finding aligns with the study by Lee and Wong (2019), which demonstrated a significant positive relationship between length of service and workplace adjustment among teachers in Singapore. However, this finding contrasts with the study by Nwoke and Obi (2022), which found no significant relationship between length of service and workplace adjustment among secondary school teachers in Delta State.

The findings of this study have several important counselling implications for professionals working with secondary school teachers.

### Conclusion

In conclusion, the study underscores the importance of recognising workplace adjustment as a dynamic process enhanced more by professional experience than by academic characteristics and age. Thus, the support systems in secondary schools should move beyond assumptions based on age or educational qualifications and instead prioritise experience-responsive strategies that address teachers' evolving needs across their careers.

### Implications for Counselling and Education

First, the lack of significant influence of level of education on workplace adjustment indicates that counsellors and educational policy makers should not assume that educational background will be a major factor

in a teacher's ability to adjust to their work environment. Instead, counsellors should focus on other factors, such as personality traits, support systems, and professional development, when designing interventions to improve workplace adjustment for secondary school teachers.

Second, the finding that age has no significant influence on workplace adjustment implies that counsellors and school administrators should not rely heavily on age when designing intervention programmes for teachers. Teachers of all ages may face similar workplace challenges. Therefore, counsellors as well as school administrators should focus on the specific needs of each teacher, regardless of their age, and provide individualised strategies to enhance emotional regulation, stress management, and job satisfaction.

Lastly, the significant influence of length of service on workplace adjustment suggests that counsellors and educational policy makers should assess a teacher's years of experience and tailor interventions accordingly. Newer teachers, with fewer years of service, may require more focused counselling and professional support from senior colleagues to develop coping strategies for stress, classroom management, and adapting to curriculum changes. Experienced teachers, on the other hand, may benefit from support aimed at preventing burnout, maintaining resilience, and managing the emotional demands of long-term teaching.

Finally, the findings suggest that school guidance services should prioritise creating a supportive and collaborative environment. Teachers of varying experience levels should be encouraged to engage in peer support networks, where they can share strategies for coping with challenges. Counsellors and school administrators can facilitate these networks and provide support to help teachers build stronger professional relationships and improve their overall work-life balance.

### Recommendations

The following recommendations were made:

1. Secondary school heads in Akwa Ibom State should pair experienced teachers with newer teachers to provide guidance on classroom management and how to adapt to curriculum changes.
2. Akwa Ibom State Ministry of Education should offer regular professional development opportunities to all teachers, focusing on classroom strategies, stress management, and teaching innovations.
3. Secondary school administrators in Akwa Ibom State should ensure teachers have access to counselling and other stress management resources to help with workplace adjustment.

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**PERSONAL FACTORS AND WORKPLACE ADJUSTMENT QUESTIONNAIRE (PFWAQ)**

**Section A: Personal Factors**

**Instruction:** Tick the boxes as most applicable to you.

- 1. **Level of Education:** B.Ed/B.A/B.Sc ( ) M.Ed/M.A/M.Sc/Ph.D ( )
- 2. **Age:** Below 36 years ( ) 36 – 50 years ( ) 51 years and above ( )
- 3. **Length of Service:** 1-5 years ( ) 6 - 14 years ( ) 15 years and above ( )

**Section B: Workplace Adjustment**

**Instruction:** Please, indicate your level of agreement or disagreement with each of the items by ticking (√) against any of the response options below.

- SA = Strongly Agree
- A = Agree
- D = Disagree
- SD = Strongly Disagree

S/N	Items	SA	A	D	SD
1.	I feel comfortable with the general working environment in my school.				
2.	I am able to cope effectively with the demands of my teaching duties.				
3.	I adapt easily to changes in school policies.				
4.	I can manage my workload without excessive stress.				
5.	I adapt well to the leadership style of my school administration.				
6.	I am satisfied with my role as a teacher.				
7.	I handle classroom challenges confidently.				
8.	I am able to balance teaching duties with other school responsibilities.				
9.	I feel motivated to perform my duties effectively in the school.				
10.	I adjust well to the school daily routines.				
11.	I find it easy to cooperate with colleagues during school activities.				
12.	I am satisfied with the communication system in my school.				
13.	I feel confident handling conflicts that arise in the workplace.				
14.	I adapt easily to new teaching methods introduced in my school.				
15.	I maintain a positive attitude toward my work despite challenges.				