



SOCIAL FACTORS AND SUPPORTIVE CLASSROOM SETTING AS CORRELATES OF
WORK ATTITUDE: THE CASE OF SECONDARY SCHOOL TEACHERS IN NIGERIA

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ABSTRACT

This study was designed to investigate the relationship between emotion regulation, professional well being, supportive classroom environment and work attitude of secondary school teachers in Rivers state of Nigeria. Correlational design was adopted for the study. Four hypotheses guided the conduct of the study. A sample population of 300 teachers in 12 public senior secondary schools were chosen for the study through stratified random sampling method. Two researchers' instruments were used for data collection. They are: Emotion Regulation, Professional Well-Being and supportive classroom setting scale (EPSS) and Teachers Work Attitude Scale (TWAS). Z-test and Analysis of Variance (ANOVA) were used for data analysis at 0.05 level of significance. Results showed that emotion regulation, professional well-being and supportive classroom setting independently and jointly have a significant positive relationship with work attitude. Based on the findings, conclusion was drawn and relevant recommendations made.

Keywords: Psychology, Education, Schools, Nigeria.