Occupational Health Management Practices as Predictive Indicators of Teachers' Work Engagement in Public Secondary Schools in Rivers State

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Abstract
This study examined occupational health management practices as predictive indicators of teachers' work engagement in public secondary schools in Rivers State. It assessed whether health surveillance, ergonomic management and health training predicted engagement. Using a correlational design, researchers sampled 568 of the state's 5,676 teachers through multistage sampling across three Senatorial Districts, six Local Government Areas and 32 schools. Data came from two researcher-developed, four-point questionnaires: The Occupational Health Management Practices Questionnaire (OHMPQ) and Teachers' Work Engagement Questionnaire (TWEQ). An expert validated both instruments; Cronbach's alpha coefficients were 0.85 and 0.81. Of 568 questionnaires distributed, 551 (97%) were correctly completed and returned. Simple linear regression addressed the research questions, and associated t-tests assessed hypotheses at the .05 significance level. Health surveillance and health training predicted engagement to a very low but significant extent, while ergonomic management had a low but significant predictive effect. The study concluded that occupational health practices predict teachers' engagement, though their contributions vary. It recommended strengthening health surveillance, improving ergonomic conditions and providing regular occupational health and safety training.

Keywords: *Occupational Health Management Practices, Health Surveillance, Ergonomic Management, Training on Health, Teachers' Work Engagement, Public Secondary Schools.*

Introduction

Teachers constitute a critical human resource in the educational system and play a central role in achieving the goals and objectives of secondary education. They translate educational policies, curricula and institutional expectations into meaningful learning experiences through lesson preparation, instructional delivery, assessment and learners' development. The extent to which these responsibilities are effectively discharged depends not only on teachers' professional

competence but also on the health conditions and support systems available within their workplaces (Bardach et al., 2022; Nwoko et al., 2023; Berger et al., 2022). Public secondary schools in Rivers State are expected to provide quality education, promote learners' academic development and maintain effective instructional standards. Meeting these expectations requires teachers who are physically healthy, psychologically prepared and sufficiently motivated to invest their energy and abilities in their professional responsibilities (Bakker et al., 2023; Casely-Hayford et al., 2025; Nwoko et al., 2023). Consequently, teachers' work engagement becomes an important consideration in determining the extent to which educational objectives are realised.

Teachers' work engagement refers to a positive, fulfilling and work-related psychological state characterised by vigour, dedication and absorption in the performance of occupational responsibilities. It reflects the extent to which teachers demonstrate enthusiasm, commitment, mental alertness and persistent effort in carrying out their instructional and administrative duties (Schaufeli et al., 2002; Bakker et al., 2023; Rousseau et al., 2023). Engaged teachers demonstrate considerable energy in lesson delivery, show enthusiasm towards their profession, remain focused on instructional activities and willingly devote additional effort to achieving educational objectives. Work engagement is therefore important because it influences teachers' willingness to sustain instructional commitment, overcome workplace challenges and contribute meaningfully to school effectiveness (Fute et al., 2022; Lavy, 2022; Xu & Jia, 2022). Zhou et al. (2024), in their meta-analysis of teachers' well-being, established the importance of occupational conditions and personal resources in understanding teachers' professional experiences. Similarly, Casely-Hayford et al. (2025) found that workplace demands and resources were associated with teachers' health-impairment and motivational processes, including work engagement and their intention to remain in their workplaces. Rousseau et al. (2023) also demonstrated that teachers' work engagement could be influenced by their workload perceptions and access to job resources. These findings suggest that teachers' engagement is partly shaped by the conditions under which their professional responsibilities are performed. One important organisational factor that deserves attention in explaining teachers' work engagement is occupational health management practices. Occupational health management practices refer to the organised policies, procedures and institutional activities designed to protect employees from work-related health hazards, promote physical well-being and maintain a healthy working environment. They involve identifying potential health risks, monitoring employees' health conditions, providing appropriate workplace arrangements and equipping workers with the knowledge required to prevent occupational illnesses and injuries (World Health Organization [WHO], 2010; International Labour Organization [ILO], 2023; Nwoko et al., 2023). The practices are consistent with the Job Demands-Resources Theory, which explains that adequate job resources facilitate work engagement by strengthening employees' motivation and capacity to cope with workplace demands (Bakker & Demerouti, 2017; Bakker et al., 2023). In the school environment, appropriate occupational health management can reduce physical discomfort, prevent work-related illnesses and create conditions that enable teachers to remain energetic and committed to their duties (Berger et al., 2022; Nwoko et al., 2023; Casely-Hayford et al., 2025). This study examines three components of occupational health management practices, namely: health surveillance, ergonomic management and training on health.

Health surveillance refers to the systematic monitoring and assessment of employees' health conditions to identify early signs of work-related illnesses, injuries or other health problems that may affect their ability to perform occupational responsibilities. It involves periodic medical examinations, health assessments, monitoring of occupational exposures and appropriate follow-up interventions where health concerns are identified (ILO, 1998, 2023; Health and Safety

Executive [HSE], n.d.). According to the ILO (2023), health surveillance provides a mechanism for identifying early signs of ill health associated with workplace hazards and determining appropriate corrective actions. In public secondary schools, health surveillance may involve periodic medical screening for teachers, monitoring of work-related physical complaints and providing timely medical attention when occupational health concerns arise. Such practices help school management identify potential health problems before they become severe and ensure that teachers receive appropriate support. The importance of this practice is supported by Tahernejad et al. (2024), whose systematic review and meta-analysis involving 15,972 teachers established a considerable prevalence of musculoskeletal disorders among teachers, with the neck and lower back being particularly affected. Similarly, Fahmy et al. (2022) examined the prevalence, risk factors and quality-of-life implications of work-related musculoskeletal disorders among schoolteachers. These findings underscore the importance of monitoring teachers' health conditions and providing appropriate occupational health interventions. Where teachers are confident that their health conditions are monitored and necessary assistance is available, they may experience greater security and willingness to participate actively in their professional responsibilities (Nwoko et al., 2023; Casely-Hayford et al., 2025). Ergonomic management refers to the organisation and adjustment of workplace conditions, equipment and work processes to suit employees' physical capabilities and minimise occupational discomfort, fatigue and injury. It involves providing appropriate furniture, ensuring suitable classroom arrangements, maintaining adequate lighting and ventilation, and organising work activities in ways that reduce unnecessary physical strain (Tahernejad et al., 2024; Fahmy et al., 2022). In public secondary schools, teachers frequently undertake prolonged standing, writing on classroom boards, marking students' scripts and sitting for extended periods during lesson preparation and administrative activities. Poorly designed classrooms, unsuitable furniture and inadequate workspace arrangements may expose teachers to musculoskeletal discomfort and physical exhaustion. Tahernejad et al. (2024), in their systematic review and meta-analysis of 44 studies, reported that approximately 68% of the teachers examined experienced musculoskeletal disorders, particularly involving the neck, lower back and shoulders. Fahmy et al. (2022) similarly established that work-related musculoskeletal disorders among teachers were associated with occupational risk factors and reduced quality of life. Furthermore, Nwoko et al. (2023) identified workplace conditions as important considerations in teachers' occupational well-being. These findings underscore the importance of appropriate ergonomic arrangements in protecting teachers' physical well-being and sustaining their engagement at work. When the school environment accommodates teachers' physical needs, they are more likely to devote their energy and attention to instructional responsibilities.

Training on health refers to the organised provision of knowledge, skills and practical guidance that enables employees to recognise occupational health risks, adopt preventive behaviours and respond appropriately to workplace health challenges. It involves educating workers on personal hygiene, disease prevention, safe work practices, emergency response, stress management and the proper use of workplace facilities and equipment (Robson et al., 2012; ILO, 2023; WHO, 2010). In public secondary schools, health training may involve workshops, seminars, awareness programmes and practical demonstrations on maintaining personal health, preventing occupational injuries and responding to health emergencies. Such training equips teachers with the knowledge required to protect themselves and others while performing their professional duties. Robson et al. (2012), in their systematic review of occupational health and safety training, established that workplace training has positive effects on workers' safety behaviours, although its direct effects on health outcomes were less conclusive. Similarly, Tahernejad et al. (2024) recommended

periodic occupational health examinations, training and ergonomic interventions as important measures for addressing musculoskeletal health challenges among teachers. Berger et al. (2022) also demonstrated the importance of evidence-based well-being initiatives in supporting schoolteachers and early childhood educators. Teachers who receive adequate health training may therefore be better prepared to manage occupational challenges, prevent avoidable health problems and sustain their physical and mental energy throughout the school day.

Consequently, health surveillance, ergonomic management and training on health are important considerations in creating working conditions that support teachers' work engagement. Although occupational health management is essential to employee well-being and organisational effectiveness, public secondary schools may encounter difficulties in providing regular health assessments, appropriate ergonomic facilities and continuous health education for teachers. Existing studies on teachers' occupational well-being have examined workplace conditions, psychosocial demands, musculoskeletal health and motivational resources (Berger et al., 2022; Nwoko et al., 2023; Tahernejad et al., 2024). Other studies have investigated teachers' work engagement in relation to occupational stress, self-efficacy, job resources and workplace motivational processes (Lavy, 2022; Xu & Jia, 2022; Rousseau et al., 2023; Casely-Hayford et al., 2025). However, the extent to which specific occupational health management practices, particularly health surveillance, ergonomic management and training on health, predict teachers' work engagement remains insufficiently established in public secondary schools in Rivers State. It is therefore necessary to examine the predictive contributions of these practices to teachers' work engagement. This study therefore investigated occupational health management practices as predictive indicators of teachers' work engagement in public secondary schools in Rivers State, Nigeria. Specifically, it sought to determine the extent to which health surveillance, ergonomic management and training on health predict teachers' work engagement. The findings are expected to provide useful evidence for educational administrators, school principals and policymakers on occupational health management practices that can promote teachers' well-being, strengthen their professional commitment and improve the effectiveness of public secondary education.

Statement of the Problem

Public secondary schools in Rivers State ought to provide a healthy and supportive working environment where teachers' physical well-being is protected through regular health monitoring, appropriate workplace arrangements and continuous health education. Such an environment should enable teachers to remain physically fit, mentally alert and enthusiastic about their instructional responsibilities. Health surveillance should ensure that teachers' health conditions are periodically assessed and potential occupational health problems identified early. Similarly, ergonomic management should provide suitable classroom furniture, adequate ventilation, lighting and other workplace facilities that minimise physical discomfort, while training on health should equip teachers with the knowledge and skills required to prevent occupational illnesses and manage workplace health risks. However, the present situation appears to suggest that these occupational health management practices may not receive adequate attention in some public secondary schools. Teachers seemingly work under conditions where regular health assessments are limited, ergonomic facilities are inadequate and opportunities for occupational health training are insufficient. Consequently, teachers may experience avoidable health challenges, physical exhaustion and reduced enthusiasm towards their professional responsibilities, which may weaken their vigour, dedication and absorption in teaching activities.

The implications of these conditions may extend beyond teachers' personal well-being to the quality of instructional delivery, classroom effectiveness and the overall achievement of educational objectives. Teachers who experience persistent physical discomfort, undetected health problems or inadequate knowledge of occupational health practices may find it difficult to sustain the energy, concentration and commitment required for effective teaching. Although teachers' work engagement remains essential to the achievement of secondary school goals, the extent to which occupational health management practices contribute to sustaining such engagement appears insufficiently established in public secondary schools in Rivers State. In particular, it remains unclear whether health surveillance, ergonomic management and training on health individually and collectively serve as significant predictive indicators of teachers' work engagement. This uncertainty creates the need to investigate occupational health management practices as predictive indicators of teachers' work engagement in public secondary schools in Rivers State. The problem of this study, therefore, is: To what extent do occupational health management practices, in terms of health surveillance, ergonomic management and training on health, predict teachers' work engagement in public secondary schools in Rivers State?

Aim and Objectives of the Study

The aim of this study was to examine the extent occupational health management practices predict teachers' work engagement in public secondary schools in Rivers State. Specifically, the objectives of the study sought to:

1. ascertain the extent to which health surveillance predicts teachers' work engagement in public secondary schools in Rivers State.
2. determine the extent to which ergonomic management predicts teachers' work engagement in public secondary schools in Rivers State.
3. find out the extent to which training on health predicts teachers' work engagement in public secondary schools in Rivers State.

Research Questions

The following research questions guided the study.

1. What is the extent to which health surveillance predicts teachers' work engagement in public secondary schools in Rivers State?
2. To what extent does ergonomic management predict teachers' work engagement in public secondary schools in Rivers State?
3. What is the extent to which training on health predicts teachers' work engagement in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance:

1. Health surveillance does not significantly predict teachers' work engagement in public secondary schools in Rivers State.
2. Ergonomic management does not significantly predict teachers' work engagement in public secondary schools in Rivers State.
3. Training on health does not significantly predict teachers' work engagement in public secondary schools in Rivers State.

Methodology

The study adopted a correlational research design to determine the extent to which occupational health management practices predicted teachers' work engagement in public senior secondary schools in Rivers State. The population comprised 5,676 teachers from 367 public senior secondary schools, including 2,762 males and 2,914 females. A sample of 568 teachers, comprising 276 males and 292 females, was selected using a multistage sampling procedure across the three Senatorial Districts, six Local Government Areas and 32 public senior secondary schools. Data were collected using two structured instruments: the Occupational Health Management Practices Questionnaire (OHMPQ) and the Teachers' Work Engagement Questionnaire (TWEQ), structured on a four-point Likert rating scale. The instruments were validated by an expert in Measurement and Evaluation, while their reliability was established using Cronbach's alpha, which yielded coefficients of 0.85 and 0.81, respectively. With the assistance of three trained research assistants, 568 copies of the questionnaires were administered, out of which 551 (97%) were properly completed, retrieved and used for analysis. Simple linear regression was employed to answer research questions one to three, while the t-test associated with simple linear regression was used to test the corresponding hypotheses at a 0.05 level of significance.

Results and Analysis

Research Question 4: What is the extent to which health surveillance predicts teachers' work engagement in public secondary schools in Rivers State?

Table 1: Simple Regression on the Extent to Which Health Surveillance Predicts Teachers' Work Engagement in Public Secondary Schools in Rivers State

Model	R	R Squared	Adjusted R-Squared	Coefficient of Determination	Decision
1	0.268	0.072	0.070	7.2%	Very Low Extent

Scale of Measurement: 71% - 100% = Very High Extent, 51% - 70% = High Extent, 26% - 50% = Low Extent, 0% - 25% = Very Low Extent.

Table 1 revealed that the regression coefficient (R) and coefficient of determination (R^2) were 0.268 and 0.072, respectively, while the adjusted R^2 was 0.070. The coefficient of determination ($R^2 \times 100$) indicates that health surveillance accounted for 7.2% of the variation in teachers' work engagement in public secondary schools in Rivers State. This implies that health surveillance predicts teachers' work engagement to a very low extent. The remaining 92.8% of the variation in teachers' work engagement is attributable to other variables not included in the regression model and random error. Consequently, health surveillance predicts teachers' work engagement in public secondary schools in Rivers State to a very low extent, by 7.2%.

Research Question 2: To what extent does ergonomic management predict teachers' work engagement in public secondary schools in Rivers State?

Table 2: Simple Regression on the Extent to Which Ergonomic Management Predicts Teachers' Work Engagement in Public Secondary Schools in Rivers State

Model	R	R Squared	Adjusted R-Squared	Coefficient of Determination	Decision
1	0.629	0.396	0.394	39.6%	Low Extent

Scale of Measurement: 71% - 100% = Very High Extent, 51% - 70% = High Extent, 26% - 50% = Low Extent, 0% - 25% = Very Low Extent.

Table 2 revealed that the regression coefficient (R) and coefficient of determination (R^2) were 0.629 and 0.396, respectively, while the adjusted R^2 was 0.394. The coefficient of determination ($R^2 \times 100$) indicates that ergonomic management accounted for 39.6% of the variation in teachers' work engagement in public secondary schools in Rivers State. This implies that ergonomic management predicts teachers' work engagement to a low extent. The remaining 60.4% of the variation in teachers' work engagement is attributable to other variables not included in the regression model and random error. Therefore, ergonomic management predicts teachers' work engagement in public secondary schools in Rivers State by 39.6%.

Research Question 3: What is the extent to which training on health predicts teachers' work engagement in public secondary schools in Rivers State?

Table 3: Simple Regression on the Extent to Which Training on Health Predicts Teachers' Work Engagement in Public Secondary Schools in Rivers State

Model	R	R Squared	Adjusted R-Squared	Coefficient of Determination	Decision
1	0.494	0.244	0.242	24.4%	Very Low Extent

Scale of Measurement: 71% - 100% = Very High Extent, 51% - 70% = High Extent, 26% - 50% = Low Extent, 0% - 25% = Very Low Extent.

Table 3 revealed that the regression coefficient (R) and coefficient of determination (R^2) were 0.494 and 0.244, respectively, while the adjusted R^2 was 0.242. The coefficient of determination ($R^2 \times 100$) indicates that training on health accounted for 24.4% of the variation in teachers' work engagement in public secondary schools in Rivers State. This implies that training on health predicts teachers' work engagement to a very low extent. The remaining 75.6% of the variation in teachers' work engagement is attributable to other variables not included in the regression model and random error. Thus, training on health predicts teachers' work engagement in public secondary schools in Rivers State to a very low extent, by 24.4%.

Test of Hypotheses

Hypothesis 1: Health surveillance does not significantly predict teachers' work engagement in public secondary schools in Rivers State.

Table 4: t-test Associated with Simple Linear Regression on the Prediction of Health Surveillance on Teachers' Work Engagement in Public Secondary Schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value	Alpha level	Decision
		B	Std. Error	Beta				
1	Constant	3.247	.085		25.418	.000		
	Health surveillance	0.473	.022	0.268	4.605	.101	0.05	Ho_1 Accepted (Not Significant)

a. Dependent Variable: Teachers' work engagement

The coefficient in Table 4 revealed that shared Health surveillance had an unstandardised coefficient (B) of 0.473, a standard error of .022, a standardised beta coefficient of 0.268, and a t-value of 4.605 with a corresponding p-value of .101, which is greater than the 0.05 level of significance. Consequently, the null hypothesis was accepted. This implies that shared health

surveillance significantly predicts teachers' work engagement in public secondary schools in Rivers State.

Hypothesis 2: Ergonomic management does not significantly predict teachers' work engagement in public secondary schools in Rivers State.

Table 5: t-test Associated with Simple Linear Regression on the Prediction of Ergonomic Management on Teachers' Work Engagement in Public Secondary Schools in Rivers State

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	p-value	Alpha level	Decision
1	Constant	3.247	.085		25.418	.000		
	Ergonomic Management	0.205	.031	0.629	7.302	.000	0.05	Ho_2 Rejected (Significant)

a. Dependent Variable: Teachers' work engagement

The coefficient in Table 5 revealed that ergonomic management had an unstandardised coefficient (B) of 0.205, a standard error of .031, a standardised beta coefficient of 0.629, and a t-value of 7.302 with a corresponding p-value of .000, which is less than the 0.05 level of significance. Therefore, the null hypothesis was rejected. This implies that ergonomic management significantly predicts teachers' work engagement in public secondary schools in Rivers State.

Hypothesis 3: Training on health does not significantly predict teachers' work engagement in public secondary schools in Rivers State.

Table 6: t-test Associated with Simple Linear Regression on the Prediction of Training on Health on Teachers' Work Engagement in Public Secondary Schools in Rivers State

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	p-value	Alpha level	Decision
1	Constant	3.247	.085		25.418	.000		
	Training on Health	0.352	.063	0.494	5.721	.000	0.05	Ho_3 Rejected (Significant)

a. Dependent Variable: Teachers' work engagement

The coefficient in Table 4.14 revealed that training on health had an unstandardised coefficient (B) of 0.494, a standard error of .063, a standardised beta coefficient of 0.438, and a t-value of 5.721 with a corresponding p-value of .000, which is less than the 0.05 level of significance. Thus, the null hypothesis was rejected. This implies that training on health significantly predicts teachers' work engagement in public secondary schools in Rivers State.

Discussion of Findings

The first finding revealed that health surveillance to a very low extent significantly predicts teachers' work engagement in public secondary schools in Rivers State. This finding suggests that although health surveillance contributes significantly to teachers' work engagement, its predictive strength remains minimal. This may imply that periodic medical examinations, monitoring of

work-related health conditions and timely identification of occupational illnesses are not sufficiently prioritised in some public secondary schools to produce substantial improvements in teachers' engagement. The finding is consistent with the position of the International Labour Organization (ILO, 1998, 2023), which emphasised that workers' health surveillance provides an important mechanism for identifying early signs of occupational illnesses and instituting appropriate preventive interventions. Similarly, Tahernejad et al. (2024) established that musculoskeletal disorders are prevalent among teachers, thereby underscoring the importance of systematic health monitoring and early intervention. Fahmy et al. (2022) also identified work-related musculoskeletal disorders as occupational health concerns with implications for teachers' quality of life. These perspectives reinforce the importance of health surveillance in protecting teachers' well-being and creating conditions that support their engagement. However, the very low predictive extent observed in the present study suggests that health monitoring alone may not substantially strengthen teachers' vigour, dedication and absorption in teaching unless it is supported by other workplace health interventions. This finding further highlights the need for school administrators to pay greater attention to routine health assessments and appropriate follow-up support for teachers. The second finding revealed that ergonomic management to a low extent significantly predicts teachers' work engagement in public secondary schools in Rivers State. This finding indicates that the provision of suitable workplace arrangements, appropriate furniture, adequate classroom ventilation and lighting, and other ergonomically supportive facilities contributes significantly to teachers' engagement, although the predictive extent remains low. This may be because teachers who work in physically comfortable environments are more likely to experience reduced physical strain, fatigue and discomfort, enabling them to devote greater energy and concentration to their instructional responsibilities. The finding agrees with Tahernejad et al. (2024), who established a considerable prevalence of musculoskeletal disorders among teachers and highlighted the importance of ergonomic interventions in addressing work-related physical challenges. Similarly, Fahmy et al. (2022) associated teachers' musculoskeletal health challenges with occupational risk factors and reduced quality of life. The finding also supports the healthy workplace framework of the World Health Organization (WHO, 2010), which emphasises the importance of creating safe and supportive physical working environments for employees' health and well-being. Furthermore, Bakker et al. (2023), through the Job Demands-Resources Theory, explained that adequate workplace resources can strengthen employees' motivation and work engagement. The low predictive extent recorded in the present study may therefore suggest that although ergonomic arrangements contribute to teachers' engagement, their influence may be constrained by other occupational and organisational conditions within public secondary schools. The third finding revealed that training on health to a very low extent significantly predicts teachers' work engagement in public secondary schools in Rivers State. This finding implies that although equipping teachers with knowledge and skills relating to occupational health contributes significantly to their engagement, its predictive contribution remains minimal. This may suggest that opportunities for health education, occupational safety awareness, preventive health practices and emergency response training are not sufficiently extensive to produce substantial improvements in teachers' engagement. The finding is supported by Robson et al. (2012), whose systematic review established that occupational health and safety training positively influences workers' safety behaviours, although its direct effects on health outcomes were less conclusive. Similarly, the International Labour Organization (ILO, 2023) and World Health Organization (WHO, 2010) emphasised the importance of workplace health education, preventive measures and employee participation in maintaining healthy working environments. Berger et al. (2022) also

highlighted the importance of evidence-based well-being initiatives in supporting schoolteachers and early childhood educators. Furthermore, Casely-Hayford et al. (2025) demonstrated the relevance of workplace health and motivational processes to teachers' occupational experiences. The very low predictive extent observed in the present study may indicate that health training, without adequate institutional support, appropriate workplace facilities and consistent implementation of preventive health practices, may have limited capacity to strengthen teachers' engagement. Thus, health education needs to be complemented by practical occupational health interventions that enable teachers to apply the knowledge acquired in their daily professional activities.

Conclusion

The study concluded that occupational health management practices significantly predict teachers' work engagement in public secondary schools in Rivers State, although their predictive contributions vary from very low to low extents. Therefore, strengthening health surveillance, ergonomic management and training on health is essential for promoting teachers' sustained engagement and effectiveness.

Recommendations

Based on the findings and conclusion of the study, the following were recommended:

1. Principals should solicit the support of qualified health practitioners to introduce regular health surveillance programmes for teachers in public secondary schools. Such programmes should include periodic medical examinations, health screening, early detection of health conditions and continuous occupational health monitoring, particularly in view of the limited predictive contribution of health surveillance to teachers' work engagement.
2. School administrators should improve ergonomic conditions in public secondary schools by providing appropriate classroom furniture, adequate lighting and ventilation, suitable workspace arrangements and comfortable teaching equipment to minimise physical discomfort, reduce occupational fatigue and enhance teachers' concentration and engagement.
3. The Ministry of Education and school management should organise regular training programmes on occupational health and safety covering accident prevention, hazard identification, first aid, emergency response and workplace health practices to equip teachers with relevant preventive knowledge and practical skills for managing occupational health risks and sustaining their work engagement.

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