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INFLUENCE OF MOTIVATION ON PUBLIC SECONDARY SCHOOL TEACHERS' JOB COMMITMENT IN IDEMILI NORTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE

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ABSTRACT

The study examined the influence of motivation on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State. The purpose was to assess the influence of career advancement opportunities, determine the influence of incentives, investigate the influence of organizational support and evaluate the influence of work environment on teachers' job commitment. Four research questions and four null hypotheses guided the study. The study was grounded on Herzberg's Two-Factor Theory of Motivation. A descriptive survey research design was adopted, with a target population of 16 public secondary schools and 230 teachers in Idemili North. Simple random sampling technique was used to select 140 teachers from seven randomly chosen schools. Data were collected using researcher-structured instruments titled Motivation and Teachers' Job Commitment Questionnaire (MTJCQ) and Teachers' Job Commitment Questionnaire (TJCQ). The reliability of the instruments was determined using the Cronbach Alpha Coefficient method, with average coefficients of 0.82 for MTJCQ and 0.85 for TJCQ, which were deemed high and reliable. Mean ratings were used to answer the research questions, while independent t-tests were conducted at a 0.05 level of significance to test the hypotheses. The findings revealed that career advancement opportunities, incentives, organizational support and a conducive work environment significantly influenced teachers' job commitment. The study concluded that providing adequate motivational factors would enhance teachers' commitment. The study concludes that enhancing teachers' motivation through career growth, incentives, support, and a positive work environment is essential for strengthening their job commitment and overall performance. The study recommended among others that school administrators and policymakers *should establish transparent career advancement structures, such as promotion criteria, leadership opportunities, and access to further training, to support professional growth and strengthen teachers' long-term commitment.*

Keywords: Teacher Motivation, Job Commitment, Secondary Education, Career Advancement, Organizational Support.

Introduction

Teachers' job commitment is increasingly recognized as a fundamental pillar in the success and sustainability of educational systems worldwide. It encompasses the psychological, emotional and professional attachment teachers exhibit toward their roles, institutions, and the broader goals of education. Committed teachers are more likely to demonstrate resilience, sustained effort and dedication to both academic excellence and holistic students' development. In contemporary educational discourse, teachers' commitment is not merely a function of professional duty; rather, it is deeply intertwined with motivation, job satisfaction, organizational support and a sense of professional identity (Muthoni & Njoroge, 2024). As such, understanding what drives or hinders teachers' job commitment has become a pressing concern for policymakers, researchers and educational leaders, particularly in contexts characterized by limited resources and systemic inefficiencies.

Job commitment is widely regarded as a multidimensional construct encompassing various psychological and professional factors that influence an individual's attachment to their role. One of the most comprehensive frameworks for understanding this concept is the three-component model of organizational commitment proposed by Meyer and Allen (1997), which includes affective, continuance and normative dimensions. Affective commitment reflects an emotional attachment to the organization and a strong identification with its goals, often evident in teachers' enthusiasm for lesson delivery, commitment to student development and active engagement in professional learning. Continuance commitment relates to the recognition of the potential costs of leaving the profession, such as loss of financial stability or limited alternative employment opportunities. Normative commitment, in contrast, stems from a sense of moral obligation and ethical responsibility to remain in the profession, often driven by a desire to contribute meaningfully to students' academic and personal growth. Together, these dimensions offer a nuanced understanding of the depth and nature of teachers' professional dedication.

The interplay between these components is often shaped by motivational factors. Motivation, defined as the internal drive or external stimulus that compels individuals to take action toward achieving specific goals, is foundational to understanding teacher commitment. In educational contexts, motivation is generally categorized into intrinsic and extrinsic forms. Intrinsic motivation refers to internal satisfaction derived from the teaching process itself, such as the joy of student success, passion for knowledge sharing and personal fulfillment. Extrinsic motivation, on the other hand, pertains to external rewards like salary, promotions, job security and recognition. Both types of motivation are crucial in influencing how teachers perceive their roles, manage challenges and engage with students and colleagues (Singh, 2022; Thompson, 2023).

Research indicated that when teachers are highly motivated, they tend to exhibit greater persistence, creativity and adaptability, qualities essential in navigating

the demands of modern classrooms. Motivated teachers are also more likely to participate in continuous professional development, adopt innovative teaching practices and foster inclusive and engaging learning environments (Ikegbusi & Eziamaka, (2018). In contrast, demotivated teachers often experience job dissatisfaction, reduced commitment, and increased likelihood of absenteeism or attrition. The consequences of low motivation are particularly severe in developing countries, where systemic challenges such as inadequate funding, overcrowded classrooms, lack of instructional materials, and administrative inefficiencies are prevalent. In such settings, the role of motivation in sustaining teacher commitment becomes even more critical.

Nigeria's education sector, particularly in public secondary schools, continues to grapple with issues that undermine teacher motivation and commitment. In many regions, teachers face delayed salary payments, limited career advancement opportunities, substandard working conditions and minimal recognition for their contributions. These challenges not only affect the morale and professional efficacy of teachers but also have far-reaching implications for students' academic performance and the overall effectiveness of the school system (Eze & Okoye, 2023). In semi-urban and rural areas such as Idemili North Local Government Area of Anambra State, these issues are especially pronounced. Schools in this region frequently report teachers' absenteeism, low engagement in co-curricular activities and high rates of transfer requests, symptoms indicative of declining job commitment (Post Primary Schools Service Commission [PPSSC], 2024).

Despite the growing body of literature on teachers' motivation and commitment, most existing studies tend to adopt urban-centric perspectives or offer generalized analyses that overlook the specific challenges faced by teachers in under-resourced and geographically marginalized communities. As Ikegbusi (2019) emphasized, improving school environments, especially in contexts vulnerable to neglect and systemic disadvantage, requires deliberate, context-sensitive strategies that address local realities and teacher-specific needs. Furthermore, motivational factors are often treated as a singular concept, with little effort to disaggregate their specific dimensions, such as career advancement opportunities, incentives, organizational support, and work environment, and analyze how each contributes uniquely to job commitment. This lack of specificity limits the applicability of findings to policy development and strategic intervention, especially in diverse local contexts where teachers' experiences and expectations vary widely.

Career advancement opportunities represent a significant source of motivation for teachers. When there are clear pathways for promotion, opportunities for skill enhancement and mechanisms for recognizing excellence, teachers are more likely to remain committed to their institutions. Okoro and Eze (2020) argued that professional growth is closely tied to job satisfaction in educational settings. Teachers who perceive opportunities for career

mobility tend to invest more effort into their professional duties, knowing that their efforts will be acknowledged and rewarded. However, in many Nigerian public schools, the absence of structured advancement frameworks often results in stagnation, frustration and eventual disengagement (Nwogu & Okechukwu, 2019).

Incentives, both monetary and non-monetary, also play a crucial role in shaping teachers' commitment. Monetary incentives may include salary increments, performance-based bonuses and allowances, while non-monetary rewards may consist of public recognition, certificates of achievement, or opportunities for further training. Studies have shown that when such incentives are consistent and transparent, they contribute significantly to retaining qualified teachers and promoting job satisfaction (Bogale, 2020; Okonkwo et al., 2025). Unfortunately, irregular and insufficient incentive schemes remain a common challenge in the Nigerian educational landscape, especially in rural and peri-urban areas.

Organizational support is another vital determinant of teacher motivation and commitment. It encompasses the resources, mentoring, training, leadership and communication structures provided by the school system. Teachers who feel supported by their school management and colleagues are more likely to be engaged, collaborative, and resilient in the face of challenges (Agu & Oputa, 2021). Supportive work environments reduce occupational stress, foster a sense of belonging, and encourage innovation and initiative. Conversely, when teachers perceive a lack of support, be it through inadequate resources, excessive workloads, or poor administrative practices, their commitment to the profession tends to diminish.

Finally, the work environment, encompassing both the physical infrastructure and the psychosocial climate of the school, plays a pivotal role in shaping teachers' motivation and job commitment. Empirical evidence suggested that well-maintained classrooms, availability of instructional materials, manageable class sizes and collegial staff relationships significantly contribute to teachers' satisfaction and dedication to their duties (Ochoyi, 2020). A supportive school environment not only fosters a sense of professional efficacy but also promotes emotional well-being and reduces burnout, thereby enhancing teachers' capacity to engage effectively in instructional and mentoring roles. However, in many Nigerian public secondary schools, the reality is markedly different. Studies have consistently reported poor facilities, overcrowded classrooms, insufficient teaching aids and a lack of administrative responsiveness as prevailing challenges that erode teachers' morale and diminish their sense of professional fulfillment (Ikegbusi et al., 2022b). Specifically, Ikegbusi (2019) emphasized that deteriorating physical conditions, such as leaking roofs, broken furniture and poor ventilation, combined with a lack of climate-responsive facilities, compromise not only effective teaching but also the overall psychological resilience of educators. These adverse conditions, when left unaddressed, cultivate environments of frustration and disengagement, ultimately

undermining both teachers' commitment and students' learning outcomes.

In the specific context of Idemili North Local Government Area, these challenges are particularly acute. Teachers report experiencing inadequate professional recognition, lack of career progression and poor working conditions, all of which contribute to low morale and reduced commitment (Muguongo et al., 2023). Moreover, gender dynamics add another layer of complexity. While both male and female teachers contend with systemic challenges, their experiences and motivational drivers may differ based on societal expectations and familial responsibilities. For instance, female teachers may face additional pressures related to work-life balance, whereas male teachers may be influenced by economic expectations as primary breadwinners. Understanding these nuanced differences is essential for designing equitable and effective strategies to enhance motivation and commitment across diverse teacher demographics.

Given the significance of these issues, this study sought to investigate the influence of motivation on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State, Nigeria. Specifically, it aims to examine how distinct motivational factors, career advancement opportunities, incentives, organizational support and work environment, influence the commitment levels of teachers in this context.

Statement of the Problem

Teachers' job commitment is a cornerstone of educational quality and sustainability, particularly at the secondary school level where learners experience critical academic and personal development. In Idemili North Local Government Area of Anambra State, persistent low job commitment among teachers has emerged as a significant concern, undermining instructional quality, student achievement and school effectiveness. This challenge is closely linked to inadequate motivation across key dimensions, limited career advancement opportunities, insufficient incentives, weak organizational support and poor work environments. These conditions contribute to teacher dissatisfaction, low morale, absenteeism and attrition, threatening the stability and performance of the education system in the region.

While motivation is widely acknowledged as a driver of commitment, existing studies often adopt generalized approaches that overlook the specific socio-economic and institutional dynamics of semi-urban and under-resourced areas like Idemili North. In particular, the distinct influence of each motivational dimension on teachers' commitment remains underexplored in this context. This study, therefore, sought to address the problem of declining job commitment among secondary school teachers in Idemili North by investigating how career advancement opportunities, incentives, organizational support and work environment, individually and collectively, affect their professional dedication.

Purpose of the Study

The main purpose of this study is to examine the influence of motivation on public secondary school teachers' job

commitment in Idemili North Local Government Area of Anambra State. Specifically, the study aimed to:

1. Assess the influence of career advancement opportunities on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State.
2. Determine the influence of incentives on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State.
3. Investigate the influence of organizational support on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State.
4. Evaluate the influence of work environment on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State.

Research Questions

The following research questions guided the study:

1. What is the influence of career advancement opportunities on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State?
2. What is the influence of incentives on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State?
3. What is the influence of organizational support on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State?
4. What is the influence of the work environment on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State?

Hypotheses

The following null hypotheses guided the study:

1. There is no significant difference between the mean responses of male and female teachers on the influence of career advancement opportunities on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State.
2. There is no significant difference between the mean responses of male and female teachers on the influence of incentives on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State.
3. There is no significant difference between the mean responses of male and female teachers on the influence of organizational support on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State.
4. There is no significant difference between the mean responses of male and female teachers on the influence of work environment on public secondary school teachers' job commitment in Idemili North Local Government Areaof Anambra State.

Scope of the Study

The geographical scope of this study is confined to public secondary schools in Idemili North Local Government Area of Anambra State. The content scope of this study focused on the different motivational factors that influence teachers' job commitment in secondary schools in Idemili North. These factors include career advancement opportunities, incentives, organizational support and work environment.

Literature Review

Motivation

Motivation is a central driver of employee performance and commitment, especially in educational settings where teacher engagement directly influences student outcomes. Conceptually, motivation encompasses the internal and external forces that initiate, direct, and sustain behaviour toward achieving specific goals. In the teaching profession, motivation determines the level of commitment teachers bring to their responsibilities, affecting not only instructional quality but also retention and professional development (Dongmin, 2022). In particular, positive motivation fosters stronger teacher-student relationships, enhances classroom management, and contributes to a productive learning environment, critical elements that support students' behavioural and academic growth (Ikegbusi & Manafa, 2023).

Motivation manifests in two primary forms: intrinsic and extrinsic. Intrinsic motivation refers to the internal satisfaction derived from engaging in tasks that are inherently meaningful, such as shaping student growth and experiencing professional fulfillment (Schmidt, 2023). Teachers, driven by intrinsic motivation often show greater enthusiasm, creativity and resilience (Ikeagwu, 2024). They view teaching not merely as a job but as a calling, investing effort not for rewards, but because of a strong internal drive aligned with personal values and goals (Bogale, 2020). When intrinsic motivation is complemented by institutional support, such as policies that encourage collaboration, professional autonomy, and mutual respect, it can reinforce a culture of commitment and engagement (Ikegbusi & Manafa, 2023).

Conversely, extrinsic motivation stems from external stimuli such as financial incentives, career advancement, job security, and recognition (Singh, 2022). These factors are particularly vital in under-resourced contexts where teachers' basic needs must be met for sustained engagement. Extrinsic motivators, while sometimes undervalued in policy discourse, play a crucial role in retaining talent and enhancing commitment, especially in challenging school environments (Eze & Okoye, 2023).

Among the extrinsic dimensions of motivation, career advancement opportunities serve as a major incentive for professional engagement. Teachers who perceive clear paths for growth, such as promotions, further training, and leadership roles, are more likely to remain committed and perform at higher levels (Bontis & Fitz-enz, 2022). Studies show that access to professional development increases job satisfaction, reduces burnout, and fosters loyalty (Adeyemi & Olayiwola, 2024).

Incentives, both monetary and non-monetary, are also critical. Financial

incentives like bonuses and competitive salaries provide immediate value and recognition for performance, while non-financial rewards such as awards and flexible work arrangements contribute to morale and institutional trust (Ekedum, 2025). An effective incentive system not only motivates performance but also signals institutional appreciation and fairness (Dongmin, 2022).

Organizational support, the extent to which teachers perceive their institutions as responsive and empowering, is another vital predictor of motivation and commitment. Supportive leadership, provision of teaching materials, opportunities for collaboration, and recognition of effort foster a sense of belonging and competence among teachers (García-Sánchez et al., 2020). Where organizational support is lacking, teachers often report decreased morale, disengagement, and attrition (Agu & Oputa, 2021).

Finally, the work environment significantly influences motivational dynamics. A positive work environment characterized by adequate facilities, manageable workloads, collegial support and a respectful school culture enhances job satisfaction and psychological well-being (Ikegbusi, 2019). In contrast, environments marked by overcrowding, insufficient resources, and unsupportive leadership contribute to demotivation and professional fatigue (Okpanku, 2022).

Teachers' Job Commitment

Teachers' job commitment refers to the psychological and emotional investment educators make in their profession, encompassing their dedication to students, schools, and the broader educational mission. It reflects the extent to which teachers are willing to exert sustained effort, align their values with institutional goals, and remain in their roles despite challenges. High levels of job commitment are linked to improved instructional quality, reduced attrition, and enhanced student outcomes (Muthoni & Njoroge, 2024). A positive school climate and collaborative support systems have been shown to reinforce teachers' sense of belonging and investment in their duties, thereby promoting sustained commitment (Ikegbusi et al. 2023).

Job commitment is a multidimensional construct that includes affective, cognitive, and behavioural elements. Mowday (2024) described it as the strength of an individual's identification with and involvement in an organization, characterized by willingness to exert effort, a sense of belonging, and persistence. For teachers, this translates into going beyond routine duties, investing extra time, participating in professional development, and mentoring students, not out of obligation but due to a sense of purpose and professional fulfilment. However, administrative inefficiencies and systemic deficiencies can erode this sense of commitment, especially when support structures are lacking or leadership is ineffective (Ikegbusi et al., 2022b).

This emotional engagement fosters accountability, innovation, and a culture of continuous improvement in educational settings. Pamela (2023) emphasized that committed teachers not only strive for student success but also uphold the institution's values and contribute to broader school improvement efforts. Such

commitment is essential in creating stable school environments and cultivating positive student-teacher relationships.

Moreover, job commitment enhances teacher resilience and adaptability in the face of systemic challenges. Agu and Oputa (2021) noted that teachers with strong organizational commitment display greater job satisfaction are less likely to experience burnout and are more motivated to contribute to institutional goals. Kaya (2019) added that commitment among teachers correlates with greater professional investment, including continuous self-improvement and collaborative engagement.

Theoretical Framework

This study is underpinned by Herzberg's Two-Factor Theory of Motivation (1959), which distinguishes between motivational factors (intrinsic drivers of satisfaction) and hygiene factors (extrinsic conditions that, if inadequate, lead to dissatisfaction). Herzberg posited that motivation and dissatisfaction stem from separate constructs: while motivational factors such as achievement, recognition, responsibility, and opportunities for growth enhance job satisfaction, hygiene factors like salary, job security, supervision, and working conditions merely prevent dissatisfaction.

Applied to the teaching context in Idemili North Local Government Area, motivational factors correspond with career advancement opportunities, professional recognition and meaningful classroom engagement, elements that reinforce teachers' intrinsic commitment. Conversely, hygiene factors such as inadequate pay, poor infrastructure and weak institutional policies contribute to dissatisfaction and potential attrition, even among otherwise intrinsically motivated teachers. Herzberg's theory provided a dual-lens framework for this study, guiding the examination of how both intrinsic (motivators) and extrinsic (hygiene factors)**,** namely, career advancement opportunities, incentives, organizational support and work environment**,** influence teachers' job commitment. Its relevance lies in its ability to explain the co-existence of satisfaction and dissatisfaction and the need for holistic strategies to promote sustained teacher engagement, retention and performance in the region's public secondary schools.

Methodology

Research Design

The study employed a descriptive survey research design. As explained by Ikegbusi (2022:269), a descriptive research design is a theory-driven approach that involves collecting, analysing, and presenting data gathered from a sample representative of the entire population, typically through questionnaires or interviews. This method allows researchers to gain insights into the "why" and "how" of the research problem. The use of a descriptive survey design was appropriate for this study, as it facilitated the collection of original data from respondents, enabling the researcher to describe current conditions as they naturally occur, providing a clear picture of the existing situation.

Area of the Study

This study was conducted in Idemili North Local Government Area of Anambra State, Nigeria. The area was purposively selected due to growing concerns over

declining teacher commitment, which has been linked to inadequate motivation across key dimensions such as limited career advancement opportunities, insufficient incentives, poor organizational support, and unfavourable work environments. As a semi-urban region, Idemili North presents unique socio-economic and institutional challenges that are often overlooked in broader educational research, making it a critical context for investigating the specific factors influencing teachers' job commitment.

Population and Sample of the Study

The population of the study comprised 230 secondary school teachers in all the 16 public secondary schools in Idemili North Local Government Area of Anambra State**.** The schools selected for the study were chosen using the simple random sampling technique**.** Out of the 16 public secondary schools in Idemili North Local Government Area, seven schools were randomly selected to ensure a fair representation of the schools in the area. From these selected schools, a total of 140 teachers were chosen, with 20 teachers selected from each of the seven schools, resulting in a sample size of 140 teachers. The simple random sampling technique was employed to minimize bias and ensure that each teacher had an equal chance of being selected. This method was appropriate because according to Obi et al (2022: 92) it allowed for a representative sample from the larger population of teachers in the region, thus ensuring that the findings of the study could be generalized to all secondary school teachers in Idemili North Local Government Area. By selecting schools randomly, the study avoided any systemic bias that might arise from choosing schools based on certain characteristics and it also ensures fairness in the selection process

Instrument for Data Collection

A researcher-developed questionnaire was utilized for data collection in this study. The questionnaire, titled Influence of Motivation on Teachers' Job Commitment Questionnaire (IMTJCQ), was designed to gather comprehensive information relevant to the research objectives. It was divided into two sections. Section A focused on the demographic and personal information of the respondents, providing a contextual background for the analysis. Section B contained items specifically developed to assess the influence of motivation on teachers' job commitment in public secondary schools in Idemili North Local Government Area of Anambra State. This section consisted of 24 carefully structured items, aimed at eliciting insightful responses from participants. The response format was based on a four-point Likert scale, with options ranging from Strongly Agree (SA), assigned 4 points; Agree (A), assigned 3 points; Disagree (D), assigned 2 points; to Strongly Disagree (SD), assigned 1 point.

Teachers' job commitment was measured using the Teachers' Job Commitment Questionnaire (TJCQ), which was aligned with the three-dimensional model of organizational commitment developed by Allen and Meyer (1990). This model categorized job commitment into three components: affective commitment, continuance commitment, and normative commitment. The TJCQ was similarly structured on a four-point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree), ensuring uniformity in

data measurement. The TJCQ contained 20 items designed to comprehensively assess teachers' commitment levels across the three dimensions of the model.

Reliability of the Instrument

To ensure the reliability and clarity of the questionnaire, a trial test was conducted using 20 teachers randomly selected from two public secondary schools outside the study area. The data collected were analyzed using the Cronbach Alpha method, yielding reliability coefficients of 0.81, 0.83, 0.85, and 0.80. The average reliability coefficient for the IMTJCQ was 0.82, while the TJCQ recorded 0.85. These values indicated that the instrument was reliable and suitable for the main study.

Procedure for Data Collection

The researcher was assisted with three research assistants who were briefed on how to administer and retrieve the instrument. The instrument was administered using the face-to-face method. This ensured that the instruments meant for the respondents were completed by them and for easy explanation of questions, words or phrases instrument administered was 140, nine copies were wrongly filled and 131 were retrieved and used for the study. The data collection lasted for three weeks.

Method of Data Analysis

Data collected for the study were analyzed using mean ratings to answer the research questions and independent t-test to test the hypotheses at 0.05 level of significance. These mean values were obtained by summing up the nominal values assigned to the scaling items and dividing the sum by the number of items. Any score of 2.5 and above was accepted, while any score that was below 2.5 was rejected. Therefore, 2.5 were the cut-off mean score for decision taken. For p-value, when P-value < 0.05: Reject H_0 and Accept H_1, then when P-value > 0.05: Accept H_0 and Reject H_1.

Results

Table 1: Respondents' mean ratings on the influence of career advancement opportunities on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State

S/N	Item Statements	N	$\bar{X}$	SD	Dec
1.	Opportunities for professional training enhance my commitment to the school.	131	3.50	0.72	SA
2.	Career advancement programs motivate me to work harder in my teaching role.	131	3.45	0.80	SA
3.	Lack of career advancement opportunities reduces my loyalty to this institution.	131	3.30	0.85	SA
4.	Mentorship opportunities encourage me to remain committed to my teaching job.	131	3.10	0.65	A
5.	Promotions based on merit increase my attachment to this institution.	131	3.60	0.70	SA
6.	The institution offers adequate career growth opportunities for teachers.	131	3.25	0.78	SA
	Grand mean		**3.37**		**SA**

Table 1 revealed that career advancement opportunities significantly influence teachers' job commitment in public secondary schools in Idemili North, with a grand mean of 3.37 (Strongly Agree). Respondents strongly agreed that professional training (M = 3.50), career growth programs (M = 3.45), and merit-based promotions (M = 3.60) enhance their motivation and institutional loyalty. Conversely, limited career opportunities (M = 3.30) were seen to reduce commitment. While mentorship (M = 3.10) received slightly lower agreement, it still contributed positively. Although overall perceptions were favorable, the result for institutional support for career growth (M = 3.25) suggested a need for improvement. These findings emphasized the critical role of structured, transparent career development systems in strengthening teacher commitment.

Table 2: Respondents' mean ratings on the influence of incentives on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State

S/N	Item Statements	N	X	SD	Dec.
7.	Adequate salary increases my commitment to my teaching job.	131	3.60	0.68	SA
8.	Bonuses and rewards motivate me to put in more effort in my teaching.	131	3.50	0.75	SA
9.	Incentives, such as allowances, positively influence my job commitment.	131	3.40	0.80	SA
10.	The provision of teaching materials and resources boosts my commitment.	131	3.30	0.70	SA
11.	Recognition and awards for good performance enhance my commitment to work.	131	3.45	0.74	SA
12.	The institution offers adequate incentives that make me more committed.	131	3.20	0.79	A
	Grand Mean	**131**	**3.42**	**0.75**	**SA**

Results from Table 2 indicated that incentives significantly influence teachers' job commitment in public secondary schools in Idemili North, with a grand mean of 3.42 (Strongly Agree). Salary (M = 3.60), bonuses (M = 3.50), and recognition (M = 3.45) emerged as the most impactful motivators. Allowances (M = 3.40) and provision of teaching materials (M = 3.30) also contributed positively, though to a lesser extent. The lowest mean (M = 3.20) suggested some concerns regarding the adequacy or visibility of institutional incentives. Overall, both financial and non-financial rewards were seen as essential drivers of teacher motivation and sustained job commitment, highlighting the need for schools to strengthen and communicate incentive structures effectively.

Table 3: Respondents' mean ratings on the influence of organizational support on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State

S/N	Item Statements	N	X	SD	Dec.
13.	My institution provides adequate resources to help me perform my duties effectively.	131	3.55	0.68	SA
14.	Support from school management increases my commitment to my job.	131	3.60	0.70	SA
15.	My institution provides sufficient teaching materials for my classes.	131	3.45	0.75	SA
16.	The school administration provides enough professional development opportunities.	131	3.30	0.74	SA
17.	The school offers support to help me balance work and personal life.	131	3.20	0.80	A
18.	I receive recognition from the school administration for my efforts and achievements.	131	3.40	0.72	SA
	Grand Mean	**131**	**3.38**	**0.74**	**SA**

As presented in Table 3, organizational support emerged as a strong predictor of teachers' job commitment, with a grand mean of 3.38 (Strongly Agree). Teachers reported that support from school management (M = 3.60), availability of work resources (M = 3.55), and sufficient teaching materials (M = 3.45) significantly enhanced their commitment. Recognition (M = 3.40) and access to professional development (M = 3.30) also contributed positively, while support for work–life balance (M = 3.20) showed comparatively weaker agreement, suggesting a need for improvement. Overall, the findings affirmed that a supportive school environment, characterized by strong leadership, adequate resources and professional recognition, plays a vital role in sustaining teacher motivation and long-term commitment.

Table 4: Respondents' mean ratings on the influence of the work environment on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State

S/N	Item Statements	N	X	SD	Dec.
19.	My work environment is conducive to teaching and learning.	131	3.55	0.68	SA
20.	The school's physical facilities (e.g., classrooms, offices) support my teaching effectively.	131	3.45	0.74	SA
21.	My colleagues provide a supportive work environment.	131	3.40	0.76	SA
22.	I have a comfortable and safe work environment at my school.	131	3.50	0.71	SA
23.	The school management creates an atmosphere where I feel respected and valued.	131	3.60	0.65	SA
24.	There is good communication between school management and teachers.	131	3.30	0.79	SA
	Grand Mean	**131**	**3.43**	**0.74**	**SA**

Table 4 revealed that the work environment significantly influences teachers' job commitment, with a grand mean of 3.43 (Strongly Agree). Teachers strongly affirmed that a conducive teaching environment (M = 3.55), safe and comfortable workplace (M = 3.50), and supportive colleagues (M = 3.40) enhance

their dedication to the profession. High agreement was also recorded on the importance of school facilities (M = 3.45) and respectful leadership (M = 3.60), highlighting the role of recognition and value in fostering commitment. However, communication between teachers and school management (M = 3.30) received a relatively lower mean, indicating room for improvement. Overall, the findings underscore that a respectful, well-resourced, and collaborative work environment is essential to sustaining teacher motivation and long-term commitment.

Test of Hypotheses

Table 5: Independent t-test of mean responses of male and female teachers on influence of career advancement opportunities on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State

Variation	N	Mean	SD	t-cal.	df	p-value	Remark
Male Teachers	60	42.73	6.85	1.845	129	.068	Do not reject Ho
Female Teachers	71	44.19	7.24				

As shown in Table 5, the independent t-test revealed no statistically significant gender difference in teachers' responses regarding the influence of career advancement on job commitment, $t(129) = 1.845$, $p = .068$. Since the p-value exceeds the 0.05 threshold, the null hypothesis is retained. This suggested that both male and female teachers perceived career advancement opportunities similarly in relation to their job commitment in Idemili North, Anambra State.

Table 6: Independent t-test of mean responses of male and female teachers on influence of incentives on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State

Variation	N	Mean	SD	t-cal.	df	p-value	Remark
Male Teachers	60	45.20	7.60	1.019	129	0.310	Do not reject H_0
Female Teachers	71	43.80	8.10				

As shown in Table 6, the independent t-test revealed no significant gender difference in perceptions of how incentives influence job commitment, t (129) = 1.019, p = .310. Since the p-value exceeds 0.05, the null hypothesis is retained. This indicated that both male and female teachers in Idemili North viewed incentives similarly in relation to their job commitment.

Table 7: Independent t-test of mean responses of male and female teachers on influence of organizational support on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State

Variation	N	Mean	SD	t-cal.	df	p-value	Remark
Male Teachers	60	44.10	7.30	-0.681	129	0.497	Do not reject H_0
Female Teachers	71	45.00	7.80				

As shown in Table 7, the independent t-test revealed no significant gender difference in responses regarding the influence of organizational support on job commitment, $t(129) = -0.681$, $p = .497$. Since the p-value exceeds 0.05, the null hypothesis is retained, indicating that both male and female teachers perceived organizational support similarly in relation to their job commitment in Idemili North.

Table 8: Independent t-test of mean responses of male and female teachers on influence of work environment on public secondary school teachers' job commitment in Idemili North Local Government Area of Anambra State

Variation	N	Mean	SD	t-cal.	df	p-value	Remark
Male Teachers	60	43.50	7.20	1.230	129	0.221	Do not reject H_0
Female Teachers	71	44.80	7.60				

As shown in Table 8, the independent t-test revealed no significant gender difference in perceptions of the influence of the work environment on job commitment, $t(129) = 1.230$, $p = .221$. Since the p-value exceeds 0.05, the null hypothesis is retained, indicating that both male and female teachers in Idemili North similarly perceived the influence of work environment on their job commitment.

Discussion of Findings

The findings from Table 1 indicated that career advancement opportunities significantly influence job commitment among public secondary school teachers in Idemili North Local Government Area of Anambra State. A grand mean of 3.37 indicated strong agreement among respondents, underscoring the importance of professional growth and clear pathways for progression in fostering teacher commitment. Teachers who perceive opportunities for advancement are more likely to remain motivated, dedicated, and emotionally invested in their roles. This aligned with Muguongo et al. (2023), who reported that career development enhances job satisfaction and long-term commitment. However, the findings contrasted with Eze and Umeh (2020), who argued that career advancement alone may not sufficiently impact job commitment without complementary motivational factors such as supportive work environments and adequate incentives.

The findings in Table 2 revealed that incentives significantly influence teachers' job commitment in public secondary schools

in Idemili North, with a grand mean of 3.42, indicating strong agreement. Both financial and non-financial incentives, such as bonuses, recognition, and professional development opportunities, emerged as critical motivators that enhance teachers' dedication and loyalty. This supported Onuorah (2024), who affirmed that comprehensive incentive programs positively impact teacher satisfaction and commitment. However, the results contrasted with Nwosu and Eke (2021), who cautioned that inconsistent or inadequate incentives may fail to sustain long-term commitment if they fall short of teachers' expectations.

Data from Table 3 revealed that organizational support significantly enhances teachers' job commitment in public secondary schools in Idemili North, with a grand mean of 3.38 (Strongly Agree). Access to teaching resources, professional development and recognition were identified as key drivers of commitment. Teachers who feel supported and valued are more likely to stay motivated, loyal and dedicated to institutional goals. This aligned with Muguongo et al. (2023), who affirmed that organizational support fosters teachers' satisfaction and a sense of belonging. However, the findings contrasted with Okoro and Ibiam (2020), who argued that without adequate remuneration and manageable workloads, the positive effects of support may diminish over time.

Table 4 revealed that the work environment significantly influences teachers' job commitment in public secondary schools in Idemili North, with a grand mean of 3.43. A conducive environment, characterized by adequate resources, emotional support and effective leadership, was shown to enhance teacher satisfaction and commitment. This supported Ochoyi (2020), who emphasized that supportive work settings foster motivation and sustained performance. However, Adigun and Olatunde (2021) argued that without complementary factors such as competitive remuneration and career advancement, the impact of a positive work environment on commitment may be limited.

Conclusion

This study examined how motivation influences job commitment among public secondary school teachers in Idemili North Local Government Area of Anambra State. The findings highlighted that career advancement opportunities, incentives, organizational support and a conducive work environment are pivotal in fostering teachers' commitment. When these motivational drivers are present, teachers exhibit greater dedication, resilience and performance. However, their absence leads to diminished morale and disengagement. To strengthen educational outcomes, school leaders and policymakers must prioritize sustainable motivation strategies that support teachers' professional growth, recognize their efforts and promote an enabling work environment. Such efforts are essential for cultivating a committed and high-performing teaching workforce.

Recommendations

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

1. School administrators and policymakers should establish transparent career advancement structures, such as promotion criteria, leadership opportunities, and access

to further training, to support professional growth and strengthen teachers' long-term commitment.

2. Education policymakers and school management should implement structured incentive systems that include performance-based bonuses, salary reviews and non-monetary recognition. This would enhance teacher motivation, promote excellence and reduce attrition.

3. School administrators should strengthen organizational support by providing adequate teaching resources, transparent communication and supportive leadership. This would foster a positive work culture and improve teacher productivity and commitment.

4. Government and school authorities should improve the work environment by maintaining clean, well-equipped classrooms, reducing overcrowding and promoting staff collaboration. These efforts would boost teacher morale, lower burnout and enhance student learning outcomes.

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