ENVIRONMENTAL FACTORS PROMOTING TEACHERS' JOB COMMITMENT IN SECONDARY SCHOOLS IN ANAMBRA STATE

AKUDO, FLORENCE U. (Ph.D.)
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka, Anambra State
Phone no.: 08036661864; email: makudos@yahoo.com

Abstract
The poor commitment of many teachers towards executing their teaching task and responsibilities in many of the secondary schools in Anambra State, was the reason for conducting this study. This study thus, examined most of the environmental factors promoting teachers' job commitment in secondary schools in Anambra State. Three research questions guided the study. A descriptive survey research design was employed in the study. Population for the study comprised 5,674 teachers from 259 public secondary schools in the 6 education zones in Anambra State. Sample size of 567 (10 percent) teachers from 181 (70 percent) public secondary schools in the 6 education zones were selected using the stratified random sampling technique. A 31-item researcher-developed questionnaire structured on a 4-point scale of; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data collection. The instrument was face validated by three experts and a reliability coefficient value of 0.78 was obtained using Cronbach Alpha statistics. Data collated were analyzed using mean scores and standard deviation statistics. Findings of the study revealed that when adequate instructional resources are mobilized, opportunities provided for human resource development, and adequate motivation, all these promoted teachers job commitment in Anambra State. Among the recommendations proffered was that; the Anambra State Government should increase budgetary allocations for secondary schools using UNESCO's recommendation of 26% in order to positively improve the environmental factors promoting teachers job commitment in secondary schools in Anambra State. Also, the private sectors should be encouraged to support schools through their financial contributions for adequate mobilization of instructional resources to promote teacher job commitment in secondary schools in Anambra State.

Keywords: *Environmental, Factors, Promoting, Teachers, Job, Commitment, Secondary, Schools*

Introduction

The school environment is an important place in which academic activities takes place in order to promote students learning. The school environment thus, provides a comfortable arena which enables both teachers and students to achieve their instructional and academic goals and objectives respectively. It is therefore, through a conducive and comfortable school environment that teachers' productivity and job commitment can be highly promoted and enhanced. Besides, an environment as defined by the Biology Online (2023) is the external conditions, resources, stimuli, etc., with which an organism interacts. It may also refer to the external surroundings including all of the biotic and abiotic factors that surrounds and affects the survival and development of an organism or population. Within the education system, Sam (2013) described the school environment as the atmosphere in which one attempts to learn, which can aid teaching-learning experience or distract from and diminish it. Al-Munnir (2015) described the school environment as the sum of the interrelationship that exists within the employees and the environment in which the employees work. The school environment is therefore, a composite of three major sub environments: the technical environment, the human environment and the organizational environment. Technical environment refers to tools, equipment, technological infrastructure and other physical or technical elements. The technical environment creates elements that enable teachers perform their respective responsibilities and activities. The human environment refers to peers, others with whom the teachers relate, team and work groups, interactional issues, the leadership and management. This environment is designed in such a way that encourages informal interaction in the work place so that the opportunity to share knowledge and exchange ideas could be enhanced. The organizational environment includes systems, procedures, practices, values and philosophies. In the school, management has control over the organizational environment. For quality teaching and learning leading towards the achievement of educational goals

and objectives to take place, priority attention must be given towards providing conducive learning environment and atmosphere that promote teachers job commitment. In the Nigerian education system, the role of teachers cannot be overstated. Teachers are the cornerstone of the educational system, shaping the minds and futures of the next generation. Amidst the myriad challenges faced by teachers in executing their task, maintaining a high level of job commitment remains paramount for sustaining effective teaching and learning environments. Through the support of a comfortable and conducive environment, teachers job commitment can be highly and effectively promoted when executing their functions and responsibilities.

Teacher job commitment can be referred to as the degree to which teachers feel dedicated, engaged, and loyal to their profession, their school, and their students. It encompasses the emotional attachment, sense of belonging, and willingness to exert effort in fulfilling their roles and responsibilities as educators (Wang & Eccles, 2021). According to Li and Zhang (2022), teacher job commitment is a multifaceted construct that reflects the extent to which teachers demonstrate dedication, involvement, and enthusiasm in their teaching profession. It encompasses both affective and behavioural dimensions, including loyalty, motivation, and persistence in the face of challenges. From the foregoing, several factors make up a comfortable and friendly environment in the school for teacher job commitment and students' learning. This includes; the availability of instructional materials and teaching resources, school location and quality of the physical facilities like the school buildings, class size and student-academic staff ratios, academic staff qualification and experience, school climate, working conditions and supervision (Kwegyiriba, Agyemang, Mensah & Awudja, 2021; Omolo, Otara & Atieno, 2020). Sammeni (2018) study cited in Omolo, Otara and Atieno (2020) indicated that environmental factors such as the staff office, classroom spaces for teaching students and staff common room represented the major areas that largely affect teacher job commitment in public schools with regard to the school buildings. Environmental factors as disclosed by Omolo, Otara and Atieno (2020) are the internal conditions of the school that influence both academic staff job performances and students' academic performance. These include: school climate, facilities, and resources within the school that influence teachers job performances and students' academic achievements. Past empirical studies have indicated that most environmental impacted positively on either teacher job performance or commitment. Omolo, Otara and Atieno (2020) study on the influence of school environmental characteristics on retention of secondary school teachers in Homa Bay County of Kenya reported that school environmental factors had a strong influence on teachers' academic performance. Wilson (2016) study on the impact of work environment on academic staff job performance: Case of a Uganda University, indicated that many work environment factors which affected teacher job performance and motivation included classroom environment, rewards and incentives, workload stress and administrative policies, etc. Therefore, a motivated staff is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his exemplary character likewise, a role model for students and society as a whole. Hence, a favourable work environment significantly affected the job performance and commitment of teachers. This study therefore, delved into the environmental factors within secondary schools in Anambra State that foster teacher job commitment, with a keen focus on the adequacy of instructional resources, opportunities for human resource development, and the significance of motivation. Smith (2020) explained that adequate mobilization of instructional resources which dealt with the availability, accessibility and utilization of instructional resources play a pivotal role in shaping teaching practices and fostering a conducive learning environment.

Instructional resources mobilization however, by Qadir and Quadri (2016) means enabling access to authorized information or resources to those who need them. It is the ability to make information and related physical and logical resources accessible as needed, when they are needed, and where they are needed. It is the capability of an education system or its authorities to make resources available including all the logical and physical resources reachable and accessible wherever and whenever they are needed. It is the probability that an item will operate satisfactorily at a given point in time when used under stated conditions in an ideal support environment. Instructional resources mobilization according to the Techopedia (2017) refers to the ability of a user to access information or resources in a specified location and in the correct format. It deals with ability to obtain or access and capable to make use of resources in schools. Examples of these instructional resources indicated by Kochhar (2012) include such materials like: finance, school building, classroom, chalkboard, flannel

board, bulletin board, pictorial materials, graphic materials, cartoons, printed materials, technological devices such as audio-visuals, projectors and audio materials, among others. Nwaham (2011) defined instructional resources as the things or facilities in the school and academic learning environment, which are used to attain the goals and objectives of the school organization and institution. This also includes the material resources which deal with facilities, equipment, time, land, transport and so on. This study however, sought to explore how the adequacy of instructional resources, including textbooks, teaching aids, and technological tools, influences teachers' job commitment in secondary schools across Anambra State. By examining how secondary schools efficiently and effectively mobilize these resources, this study aimed to uncover their impact on teacher morale, engagement, and overall commitment to their profession. Another environmental factor that would promote teachers job commitment is providing opportunities where the human resources are developed. In the education system, when opportunities are provided for human resource development, this will highly promote teachers job commitment. However, human resources development in education can come in form of: the provision of continuous professional/in-service training and capacity building opportunities for teachers, providing constructive supervision, and promoting collaborations and teamwork among teachers in school. Professional development and capacity building training programmes are likewise in-service training programmes offered to employees and workers to boost their proficiency and competence on their jobs (Naseer, 2010). Continuous professional development is vital for equipping teachers with the knowledge, skills, and competencies necessary to navigate evolving educational landscapes. Through this study, the researcher examined how secondary schools in Anambra State provided opportunities for human resource development, such as training programmes, workshops, use of constructive supervision and collaborative learning initiatives for promotion of teachers' job commitment. By assessing the accessibility and effectiveness of these opportunities, the study aimed to elucidate their role in enhancing teacher job commitment and fostering a culture of lifelong learning within educational institutions (Smith, 2020). Again, adequate motivation which is one of the environmental factors promoting teachers job commitment, serves as a driving force behind teachers' dedication, perseverance, and commitment to their profession. Muogbo (2013) study on the impact of employee motivation on organizational performance (A study of some selected firms in Anambra State Nigeria) indicated that there existed a relationship between employee motivation and the organizational performance. Naseer (2010) attested that when teachers have more opportunities for adequate motivation such as autonomy and discretion, they are empowered to make decisions about how they teach which encourages them to take an active role in school leadership.

Motivation as described by the Management Study Guide (2015) is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions, so as to accomplish goals. Various types of motivation which promotes teachers job commitment may include: positive recognition, good pay and remunerations, rewards, welfare packages, autonomy, appraisal of teachers' good work, teachers job safety, improving their condition of service and career advancement opportunities (Smith, 2020). Amofa and Adjei (2014) identified that teacher motivation that promoted teacher job commitment highly depends on numerous factors which include; high wages and salaries, effective in-service training, teachers participation in decision making, effective supervision by education officers, recognition for good work done by teachers, availability of adequate teaching learning resources, conducive working environment, morale support from parents, students' academic performance and effective co-operation from heads of school, among others. All these motivation, when adequately provided in school, promotes teachers job commitment. This study thus, endeavours to ascertain how adequate motivation positively impacts on teacher job commitment within secondary schools in Anambra State. By exploring the various motivational factors, including recognition, rewards, and career advancement opportunities, the study aim to elucidate their positive influence on teacher morale, job satisfaction, and overall commitment to educational goals. In synthesizing these three critical dimensions of environmental factors, this study would provide valuable insights into the mechanisms underlying teacher job commitment in secondary schools in Anambra State. By addressing these dimensions comprehensively, the study sought to inform policy decisions, educational interventions, and institutional practices aimed at fostering a supportive and empowering conducive environment for teachers, thereby ensuring the continued advancement of the educational system in Anambra State and beyond. Anambra State, situated in Southeastern Nigeria, represents a unique educational context marked by a blend of cultural diversity and socio-economic

dynamics. Understanding the environmental factors promoting teacher job commitment within this context is essential for enhancing educational outcomes and ensuring the well-being of both teachers and students. Rather, a look at many secondary school students' poor academic performances pose a lot of questions on the level of teachers' job commitment in Anambra State. Many teachers lack dedication towards their jobs and most of them showcase a lot of incompetency while discharging their duties and responsibilities. Also, with the problems associated with poor motivation, many teachers are really not committed to their duties and responsibilities. This ugly situation which seems to have negative consequences on students' academic performances and achievements have made the researcher to conduct this present study, looking at those environmental factors which promotes teacher job commitment. Several empirical studies like those of Atieno (2014), Bizimana and Orodho (2014), Bushiri (2014), Eze (2010), Kimeu, Tanui and Ronoh (2015), Ofojebe and Chukwuma (2015), Seyed, Hashemi and Ali (2014), and Wanjau and Joanes (2013) have been conducted in different aspects of environmental factors. But all these past empirical studies have their own differences, findings and shortcomings which equally necessitates the present study. Hence, this study sought to investigate certain environmental factors promoting teachers job commitment in secondary schools in Anambra State.

Statement of the Problem

Teachers occupy an important position in the Nigerian education system. They likewise play important role when it comes to the implementation of education policies in the classroom. Despite the crucial role teachers play in the educational system, maintaining their job commitment remains a significant challenge, particularly in secondary schools in Anambra State, Nigeria. The problem arises from various environmental factors that impact teachers' morale, engagement, and overall dedication to their profession. Despite the recognition of these challenges, there is a gap in understanding specific environmental factors as regards to adequate mobilization of instructional resources, opportunities for human resource development, and adequate motivation, that promote or hinder teacher job commitment within this context. The inadequacy of instructional resources, limited opportunities for human resource development, and insufficient motivation are among the key issues facing teachers in secondary schools in Anambra State. The lack of adequate resources, including textbooks, teaching aids, and technological tools, hampers effective teaching practices and contributes to teacher burnout. Additionally, the absence of opportunities for professional growth and development further exacerbates the problem, as teachers struggle to keep pace with evolving educational demands. Furthermore, the lack of motivation, stemming from factors such as insufficient recognition, academic freedom and autonomy, low salaries, inadequate rewards and limited career advancement prospects, undermines teachers' morale and diminishes their commitment to their profession. These challenges not only impact teacher well-being but also have broader implications for educational quality and student outcomes. Addressing these issues requires a comprehensive understanding of the environmental factors promoting teacher job commitment in secondary schools in Anambra State; which seems to have also created a gap to be filled in this study. By identifying and analyzing these factors, policymakers, educational leaders, and stakeholders can develop targeted interventions and strategies to foster a supportive and conducive work environment for teachers, ultimately enhancing educational outcomes and promoting sustainable development in the region. Therefore, the problem in which this study sought to proffer solutions to, is to determine the environmental factors promoting teachers job commitment in secondary schools in Anambra State.

Purpose of the Study

The purpose of this study was to examine environmental factors promoting teachers job commitment in secondary schools in Anambra State. Specific objectives of the study aimed at:

1. Finding out how adequate mobilization of instructional resources promote teacher job commitment in secondary schools in Anambra State.
2. Examining how opportunities provided for human resource development promote teacher job commitment in secondary schools in Anambra State.
3. Ascertaining how adequate motivation promote teacher job commitment in secondary schools in Anambra State.

Research Questions

The following three research questions guided the study:

1. How does adequate mobilization of instructional resources promote teacher job commitment in secondary schools in Anambra State?
2. How does opportunities provided for human resource development promote teacher job commitment in secondary schools in Anambra State?
3. How does adequate motivation promote teacher job commitment in secondary schools in Anambra State?

Method

A descriptive survey research design was employed to collect data from public secondary school teachers in Anambra State. Population for the study comprised 5,674 teachers from 259 public secondary schools in the 6 education zones in Anambra State. Sample size of 567 (10 percent) teachers from 181 (70 percent) public secondary schools were selected using the stratified random sampling technique. A 31-item researcher-developed questionnaire structured on a 4-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used for data collection. The instrument was face validated by three experts and reliability values of 0.77, 0.83 and 0.73 for the three clusters were obtained through Cronbach Alpha statistics.

An on-the-spot method was adopted by the researcher and the research assistants to distribute copies of the questionnaire to ensure maximum recovery of the questionnaire administered. A total of 567 copies of questionnaires were printed and distributed to the respondents (that is, teachers). All the copies of the questionnaire distributed to the respondents were recovered back by the researcher and research assistants within a period of five working days at a return rate of 100%. Data collated were analyzed using mean scores and standard deviation statistics. The decision rule for interpreting the scores on each statement on the questionnaire was based on the mean scale, which was benchmarked on 2.50 rating. Only mean scores of the respondents' statements which rated 2.50 and above were regarded as an indication of Agree (A), and therefore, accepted. While mean scores of the respondents' statements which rated below 2.50 was regarded as an indication of Disagree (D), and therefore, not accepted.

Results

Research Question 1: How does adequate mobilization of instructional resources promote teacher job commitment in secondary schools in Anambra State?

Table 1: Mean Scores and SD Ratings of Teachers on How Adequate Mobilization of Instructional Resources Promote Teacher Job Commitment in Secondary Schools in Anambra State

N = 567 Teachers

S/N	Statements: Please give your opinion concerning how adequate mobilization of instructional resources promoted teacher job commitment in your school. Adequate mobilization of:	SA	A	D	SD	X	SD	Decision
1.	up-to-date printed materials such as textbooks, syllabuses, course books, journals, periodicals, encyclopedia, newspapers, magazines in school in order to positively encourage teachers job commitment	202	355	6	4	3.33	0.53	**Agree**
2.	e-library facilities that will promote teachers job commitment in school	213	286	42	26	3.21	0.77	**Agree**
3.	hardware digital including audio-visual technological devices such as desktop computers, laptops, radio cassettes player, DVDs, projectors, duplicating machines, scanners, for teachers computer assisted instructions in order to promote their job commitment	275	209	50	33	3.28	0.85	**Agree**
4.	software devices including applications to support teachers lesson plan preparation for their job commitment in school	233	299	22	13	3.33	0.66	**Agree**
5.	effective internet services including connectivity in school to support teachers job commitment	259	289	12	7	3.41	0.60	**Agree**
6.	sufficient tools, specimens likewise equipment in all the laboratories in school which includes science, technical, arts, music and vocational laboratories for positive impact on teachers job commitment	271	253	24	19	3.37	0.72	**Agree**
7.	teachers' guide including other reference materials to support teachers' lesson preparation for their job commitment	230	313	15	9	3.35	0.61	**Agree**

8.	effective refurbishment coupled with reconstruction exercise to upgrade the dilapidated conditions of many classrooms including furniture in school to promote teachers job commitment	204	336	17	10	3.29	0.61	**Agree**
9.	real objects such as nature corners, two and three dimensional objects, natural display models in the classrooms to support real life experience in teaching to promote teachers job commitment	255	289	11	12	3.39	0.64	**Agree**
10.	graphic materials like educative charts, maps, graphs, 3D graphs, to support teaching in the classroom in order to promote teachers job commitment.	229	297	18	23	3.29	0.72	**Agree**
	Overall Mean Score & SD =					**3.32**	**0.68**	**Agree**

Analysis of data from Table 1 indicated that all the items from 1 to 10 were rated above 2.50 of the criterion mean score to show the respondents (teachers) agreement with these statements. None of the items were rated below 2.50 of the criterion mean score to show the respondents (teachers) disagreement with these statements. Their overall mean score and SD is 3.32 and 0.68 respectively, indicating closeness in their responses. This result further indicated that adequate mobilization of instructional resources promoted teacher job commitment in secondary schools in Anambra State.

Research Question 2: How does opportunities provided for human resource development promote teacher job commitment in secondary schools in Anambra State?

Table 2: Mean Scores and SD Ratings of Teachers on How Opportunities Provided for Human Resource Development Promote Teacher Job Commitment in Secondary Schools in Anambra State
N = 567 Teachers

S/N	Statements: Please give your opinion concerning how opportunities provided for human resource development promoted teacher job commitment in your school. Opportunities when provided for teachers in areas of:	SA	A	D	SD	X	SD	Decision
11.	supporting effective collaborations likewise teambuilding in school for teachers job commitment	310	210	20	27	3.42	0.77	**Agree**
12.	organizing constant teachers capacity building in school through conferences including seminars, workshops in order to promote their job commitment	299	244	11	13	3.46	0.65	**Agree**
13.	encouraging effective mentorship between younger and older teachers so as to promote their job commitment in school	269	275	15	8	3.42	0.62	**Agree**
14.	transfer of service benefiting teachers concerned in order to promote their job commitment	224	266	41	36	3.20	0.83	**Agree**
15.	use of constructive supervision by school leadership to positively encourage teachers job commitment to their teaching task	264	216	39	48	3.23	0.91	**Agree**
16.	providing adequate scholarship for teacher education in various course of studies within Nigerian universities to upgrade their knowledge, academic qualifications likewise status which promote their job commitment	219	274	42	32	3.20	0.80	**Agree**
17.	sending teachers on international short term courses abroad to improve their job commitment	237	307	18	5	3.37	0.59	**Agree**
18.	supporting teachers financially for their own book development/publishing in order to promote teaching in the classroom for their job commitment	250	200	67	50	3.15	0.94	**Agree**
19.	providing constant/consistent orientation and induction training for both the newly including old employed teachers in school to promote their job commitment	211	298	22	36	3.21	0.79	**Agree**
20.	creating opportunities for effective task scheduling through job enrichment procedure that will promote teachers job commitment	205	293	45	24	3.20	0.76	**Agree**
21.	constant computer retraining programmes to improve teachers ICT competencies for their job commitment	249	255	26	37	3.26	0.82	**Agree**
	Overall Mean Score & SD =					**3.28**	**0.79**	**Agree**

Analysis of data from Table 2 indicated that all the items from 11 to 21 were rated above 2.50 of the criterion mean score to show the respondents (teachers) agreement with these statements. None of the items were rated below 2.50 of the criterion mean score to show the respondents (teachers) disagreement with these statements. Their overall mean score and SD is 3.28 and 0.79 respectively, indicating closeness in their responses. This result further indicated that opportunities provided for human resource development promoted teacher job commitment in secondary schools in Anambra State.

Research Question 3: How does adequate motivation promote teacher job commitment in secondary

schools in Anambra State?

Table 3: Mean Scores and SD Ratings of Teachers on How Adequate Motivation Promote Teacher Job Commitment in Secondary Schools in Anambra State

N = 567 Teachers

S/N	Statements: Please give your opinion concerning how adequate support for motivation promoted teacher job commitment in your school. Adequate support for teachers' motivation in areas of:	SA	A	D	SD	X	SD	Decision
22.	improving their welfare packages	205	267	55	40	3.12	0.85	**Agree**
23.	granting teachers autonomy in decision making in the school	196	213	73	85	2.92	1.03	**Agree**
24.	freedom to take certain decisions on students' academic progress	217	257	55	38	3.15	0.85	**Agree**
25.	compensating teachers for extra time put on the job	188	278	52	49	3.07	0.87	**Agree**
26.	commending including appraisal of teachers termly for their good work	232	287	37	11	3.31	0.68	**Agree**
27.	providing good monetary rewards for teachers	241	250	41	35	3.23	0.83	**Agree**
28.	restructuring their salary with due considerations given to the present economic hardship including other challenges in the country	285	222	37	23	3.36	0.78	**Agree**
29.	improving their condition of service	251	270	20	26	3.32	0.75	**Agree**
30.	granting teachers job safety likewise security	299	211	27	30	3.37	0.80	**Agree**
31.	improving their health care services	218	315	15	19	3.29	0.68	**Agree**
	Overall Mean Score & SD =					**3.21**	**0.83**	**Agree**

Analysis of data from Table 3 indicated that all the items from 22 to 31 were rated above 2.50 of the criterion mean score to show the respondents (teachers) agreement with these statements. None of the items were rated below 2.50 of the criterion mean score to show the respondents (teachers) disagreement with these statements. Their overall mean score and SD is 3.21 and 0.83 respectively, indicating closeness in their responses. This result further indicated that adequate motivation promoted teacher job commitment in secondary schools in Anambra State.

Discussion of Findings

Adequate mobilization of instructional resources promotes teacher job commitment.

Findings of the study revealed that when adequate instructional resources are mobilized, opportunities provided for human resource development, and adequate motivation, all these promoted teachers job commitment in Anambra State. The finding further indicated that adequate mobilization of instructional resources promoted teacher job commitment in secondary schools in Anambra State. This finding further includes that adequate mobilization of instructional resources such as: up-to-date printed materials such as textbooks, syllabuses, course books, journals, periodicals, encyclopedia, newspapers, magazines, e-library facilities, hardware digital including audio-visual technological devices such as desktop computers, laptops, radio cassettes player, DVDs, projectors, duplicating machines, scanners, materials for teachers' computer assisted instructions, software devices including applications to support teachers lesson plan preparation, effective internet services including connectivity, sufficient tools, specimens likewise equipment in all the laboratories which includes science, technical, arts, music and vocational laboratories, teachers' guide including other reference materials to support teachers' lesson preparation, effective refurbishment coupled with reconstruction exercise to upgrade the dilapidated conditions of many classrooms including furniture in school, real objects such as nature corners, two and three dimensional objects, natural display models in the classrooms to support real life experience in teaching, and graphic materials like educative charts, maps, graphs, 3D graphs which supports teaching in the classroom; they all effectively promoted teacher job commitment in secondary schools in Anambra State. This finding corroborates with the finding of Bizimana and Orodho (2014) study on teaching and learning resource availability and teachers' effective classroom management and content delivery in secondary schools in Huye District, Rwanda which indicated that although the level of teaching and learning resources in the study locale was insufficient, hence compromising the effectiveness of classroom management and content delivery. There was still a positive and significant correlation between most of the teaching and learning resources and level of classroom management and content delivery.

The present study also agrees with Eze (2010) study on the influence of school environment on academic achievement of students of public secondary school in Enugu State which found out that staff office, classroom spaces for teaching students and staff common room represented the major areas that to a great extent positively affected the academic achievement of students in public schools, with regard

to buildings. It was also revealed that desks, current books and presence of library assistants constituted the areas of influence to the academic achievement of the students with regard to library services in the public secondary schools. Inadequate teaching materials were also noted as a major factor affecting the students' academic achievement. The present study finding does not deviate from Kimeu, Tanui and Ronoh (2015) study on the influence of instructional resources on secondary school students' academic performance in Makueni County, Kenya, which found out that students' academic performance depended on teachers' reference books and guides, students' and teachers' textbooks, charts, chalk boards and chalk, classrooms, and laboratory apparatus and chemicals as teaching and learning materials. The findings of present study also correspond and coincides with some other previous studies like those of Atieno (2014) likewise, Kwegyiriba, Agyemang, Mensah and Awudja (2021). Atieno (2014) study on the influence of teaching and learning resources on students' performance in Kenya certificate of secondary education in free day secondary education in Embakasi District, Kenya, confirmed that teaching and learning materials were available and were utilized in schools, especially those used in classroom instruction, like chalks, dusters and charts, among others; they impacted positively on teacher job commitment for students' high academic performance.

Opportunities provided for human resource development promote teacher job commitment.

It was further revealed through one of the findings that opportunities provided for human resource development promoted teacher job commitment in secondary schools in Anambra State. The finding further indicated that when opportunities are provided for teachers in areas of: supporting effective collaborations likewise teambuilding in school for teachers, organizing constant teachers' capacity building in school through conferences including seminars, workshops, encouraging effective mentorship between younger and older, transfer of service benefiting teachers concerned, use of constructive supervision by school leadership, providing adequate scholarship for teacher education in various course of studies within Nigerian universities to upgrade their knowledge, academic qualifications likewise status, sending teachers on international short term courses abroad, supporting teachers financially for their own book development/publishing in order to promote teaching in the classroom, providing constant/consistent orientation and induction training for both the newly including old employed teachers in school, creating opportunities for effective task scheduling through job enrichment procedure, and constant computer retraining programmes to improve teachers ICT competencies; all these environmental factors significantly promoted teachers job commitment in secondary schools in Anambra State. This finding corroborates with Omolo, Otara and Atieno (2020) study on the influence of school environmental characteristics on retention of secondary school teachers in Homa Bay County of Kenya which found out that school environmental factors had a strong influence on both teachers and students' academic performance. The findings of the present study agrees with Ofojebe and Chukwuma (2015) study on utilization of continuous professional development – CPD for academic staff effectiveness in the higher education sector in contemporary Nigeria which found out that constant in-service and on-the-job training programmes organized for staff for their effectiveness and efficiency had potential impact in promoting teacher efficiency, work commitment, better job performance and high productivity leading to effective instructional delivery and best practices in the colleges.

However, the finding of the present study is not in consonance with Munemo and Tom (2013) study on the effectiveness of supervision of specialist teachers in special schools and resource units in Mashona land East and Harare Provinces (Zimbabwe) which found out that supervision of specialist teachers left a lot to be desired. It was revealed that supervision by supervisors who were not trained in the area of special education was not benefiting the teachers. On the whole, it was established that supervision of specialist teachers was not being carried out effectively. Conversely, when supervision is conducted in the right and positive direction, this would impact positively on workers' job commitment. In essence, when opportunities are provided for human resource development through consistent capacity building programmes, constructive supervision, effective mentorship, among others, they promoted teacher job commitment in secondary schools in Anambra State.

Adequate motivation promotes teacher job commitment

Finally, it was discovered through the present study finding that adequate motivation promoted teacher job commitment in secondary schools in Anambra State. This finding includes that adequate

support for teachers' motivation in areas of: improving their welfare packages, granting teachers autonomy in decision making in the school, freedom to take certain decisions on students' academic progress, compensating teachers for extra time put on the job, commending including appraisal of teachers termly for their good work, providing good monetary rewards for teachers, restructuring their salary with due considerations given to the present economic hardship including other challenges in the country, improving their condition of service, granting teachers job safety likewise security, and improving their health care services; all these motivational factors promoted teachers job commitment in secondary schools in Anambra State. This finding agrees with Muogbo (2013) study on the impact of employee motivation on organizational performance (A study of some selected firms in Anambra State Nigeria) which found out that there existed a positive relationship between employee motivation and the organizational performance. This previous study further revealed that extrinsic motivation given to workers in an organization had a significant influence on the workers' performance and commitment. This is in line with equity theory which emphasized that fairness in the remuneration package tends to produce higher performance from workers. Wanjau and Joanes (2013) on contribution of motivational management to employee performance in Kenya found out and confirmed that employees in the two organizations of study were to a very large extent influenced to perform by a combination of intrinsic and extrinsic motivational factors applied through management initiatives. The research found the following motivational variables to have significantly influenced employee retention in both organizations; challenging/interesting work; awareness of the relationship between work, organization goals and priorities; performance progress review; performance discussions and rewards for good performance. The present study finding corroborates with Wilson (2016) study on the impact of work environment on academic staff job performance: Case of a Uganda University, which found out and confirmed that many work environment factors which affected academic staff job performance and motivation included classroom environment, rewards and incentives, workload stress and administrative policies, etc. A well-motivated academic staff is recognized by high level of commitment, hard work, devotion, dedication and becomes a source of inspiration through his exemplary character because an academic staff is always expected to be a role model for students and society as a whole.

Conclusion

In conclusion, this study has shed light on the environmental factors that promote teachers' job commitment in secondary schools in Anambra State, Nigeria. Through an analysis of the adequacy of instructional resources, opportunities for human resource development, and the importance of adequate motivation, it has become evident that addressing these factors is crucial for enhancing teacher morale, engagement, and overall commitment to their profession. The findings which submits that when adequate instructional resources are mobilized, opportunities provided for human resource development, and adequate motivation, they highly promoted teachers job commitment; indicated the interconnected nature of these environmental factors and their profound impact on the educational landscape. Adequate mobilization of instructional resources not only facilitates effective teaching practices but also fosters a conducive learning environment that supports teacher job commitment. Similarly, providing opportunities for human resource development enables teachers to enhance their skills, stay updated with best practices, and remain committed to continuous improvement. Moving forward, it is imperative for educational policymakers, administrators, and stakeholders to prioritize initiatives aimed at addressing these environmental factors. By investing in adequate mobilization of instructional resources for teachers in the secondary schools, facilitating opportunities for human resources and professional development, likewise, implementing adequate motivational strategies, it is possible to create a supportive and empowering work environment for teachers in secondary schools in Anambra State. Ultimately, by nurturing teacher job commitment, this would not only ensure the well-being and satisfaction of educators like teachers but also enhance educational quality, promote student success, and contribute to the overall development of the educational system in Anambra State and beyond. Through collaborative efforts and strategic interventions, this would pave the way for a brighter future for education in the region.

Recommendations

From the findings of this study, the following recommendations have been proffered:

1. Anambra State Government should increase budgetary allocations for secondary schools using UNESCO's recommendation of 26% in order to positively improve that environmental factors promoting teachers job commitment in secondary schools in Anambra State. Also, the private sectors should be encouraged to support schools through their financial contributions for adequate mobilization of instructional resources to promote teacher job commitment in secondary schools in Anambra State.
2. The State Government in collaborations with Post Primary Schools Service Commission (PPSSC) and principals should provide sufficient funds likewise constantly organize and support teachers' professional development programmes through other means of supporting teachers' scholarships and training sponsorships abroad, effective teacher collaboration and teambuilding, among others, in order to create opportunities for human resource development that would promote teacher job commitment in secondary schools in Anambra State.
3. Anambra State PPSSC and principals should make constant provisions for teachers' adequate motivation through adequate welfare packages, teacher autonomy, monetary rewards, teacher commendations and appraisals, among others, that would encourage and promote teacher job commitment in secondary schools in Anambra State.

References

Al-Munnir, A. (2015). *The role of educational supervisors towards improving teachers' performance*. https://www.researchgate.net/323114130.

Amofa, A. K. & Adjei, H. (2014). Teacher motivation in senior high schools in the cape coast metropolis. *European Journal of Education and Development Psychology, 2 (1), 18-25.* Published by European Centre for Research Training and Development, UK. www.ea-journals.org.

Atieno, A. J. (2014). Influence of teaching and learning resources on students' performance in Kenya certificate of secondary education in free day secondary education in Embakasi District, Kenya. *Unpublished M. Ed project.* Submitted to the Department of Educational Administration and Planning, University of Nairobi, Kenya. www.eap.uonbi.ac.k.

Biology Online (2023). *Environment definition.* https://www.biologyonline.com/dictionary/environment.

Bizimana, B. & Orodho, J. A. (2014). Teaching and learning resource availability and teachers' effective classroom management and content delivery in secondary schools in Huye District, Rwanda. *Journal of Education and Practice, 5* (9), 111-122. www.iiste.org.

Bushiri, C. P. (2014). *Impact of working environment on employees' performance: The case of Institute of Finance Management in Dar Es Salaam Region.* https://core.ac.uk/download/pdf/33424874.pdf.

Eze, F.N. (2010). Influence of school environment on academic achievement of students of public secondary school in Enugu State. *Unpublished M.ED. thesis*, University of Nigeria, Nsukka.

Kimeu, R. M. Tanui, E. & Ronoh, A. (2015). The influence of instructional resources on secondary school students' academic performance in Makueni County, Kenya. *International Journal of Scientific Research and Innovative Technology, 2* (1), 70-81.

Kochhar, S. K. (2012). *Methods and techniques of teaching.* New Delhi: Sterling Publishers Pvt. Limited.

Kwegyiriba, A. Agyemang, E., Mensah, R. O. & Awudja, J. C. (2021). *Analysis of school environmental factors affecting college students' academic achievement: The case of Holy Child Training College in the Western Region of Ghana*. https://www.ijhssnet.com/journals/13.pdf.

Li, Y. & Zhang, W. (2022). Examining the relationship between principal leadership and teacher job commitment: The mediating role of teacher empowerment. *Educational Management Administration & Leadership, 50* (1), 115-136.

Management Study Guide (2015). *What is motivation?* http://www.managementstudyguide.com/what_is_motivation.htm.

Nworgu, B.G. (2015). *Educational research. Basic issues and methodology.* Enugu: University Trust Publishers.

Munemo, E. & Tom, T. (2013). The effectiveness of supervision of specialist teachers in special schools and resource units in Mashonaland East and Harare Provinces (Zimbabwe). *Greener Journal of Educational Research, 3* (3), 94-107. www.gjournals.org.

Muogbo, U.S. (2013). The impact of employee motivation on organizational performance (A study of some selected firms in Anambra State Nigeria). *The International Journal of Engineering and Science (IJES), 2* (7), 70-80.

Naseer, M. S. (2010). *Factors affecting the role performance of academic staff in the Maldives College of Higher Education.* Paper presented at the Second Annual International Research Conference on Social Sciences and Humanities, Bangkok, Thailand.

Nwaham, C. O. (2011). *School administration and supervision of instruction in Nigeria (revised and enlarged edition).* Agbor: Progress Printing Associates.

Nworgu, B.G. (2015). *Educational research. Basic issues and methodology.* Enugu: University Trust Publishers.

Ofojebe, W. N. & Chukwuma, E. T. C. (2015). Utilization of continuous professional development for academic staff effectiveness in the higher education sector in contemporary Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 6 (*4), 306-314. © Scholarlink Research Institute Journal. jeteraps.scholarlinkresearch.com.

Omolo, H. O., Otara, A. & Atieno, K. B. (2020). School environmental factors influencing academic performance in secondary schools. *International Journal of Novel Research in Education and Learning, 7* (3), 35-45). www.noveltyjournals.com.

Qadir S. & Quadri S. M. K. (2016). Information availability: An insight into the most important attribute of information security. *Journal of Information Security, 7,* 185-194. http://file.scirp.org/pdf/.

Sam, N. M. S. (2013). *Academic environment*. https://psychologydictionary.org/academic-environment/.

Seyed, A., Hashemi, E. A. & Ali, P. (2014). Ways to enhance the effectiveness of the mechanisms of in-service courses on Lamerd job performance of teachers in fundamental transformation plan. *Kuwait Chapter of Arabian Journal of Business and Management Review, 4* (1) 333 - 343.

Smith, J. (2020). Enhancing teacher job commitment through environmental factors. Lagos, Nigeria: Educational Publishing House.

Techopedia Inc. (2017). *Definition of availability.* https://www.techopedia.com/definition/990/availability.

Wang, J. & Eccles, J. S. (2021). Understanding teacher job commitment: A multidimensional perspective. *Teaching and Teacher Education, 103*, 1-10.

Wanjau, M.N. & Joanes, K. (2013). Contribution of motivational management to employee performance in Kenya. *International Journal of Humanities and Social Sience, 3* (14), 219 - 239.

Wilson, K. G. (2016). *Impact of work environment on academic staff job performance: Case of a Uganda University*. www.managementjournal.info.