

Motivational Strategies and School Factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria

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Abstract

This study investigated motivational strategies and school factors as Predictors of Teachers' Commitment in Public Secondary Schools in South-west, Nigeria. Five objectives consisting three research questions and two hypotheses guided the study. Descriptive research design was employed. Population comprised of all public secondary school principals (2,512) and teachers (63,352). Sample used comprised of 697 principals and 2,254 teachers (Multi-stage sampling procedure). Two self-constructed questionnaires titled "Motivational Strategies and School Factors Questionnaire (MSSFQ)" ($\alpha = .800$) and "Teachers Commitment Questionnaire (TCQ)" ($\alpha = .871$) were administered. Data were analysed using descriptive and inferential statistics. Results revealed poor in-service training, workload, school facilities and very poor incentives. It also showed a low level of teachers' commitment to the school, students and profession. Results showed a high significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment ($F_{6, 690} = 3.101, P < 0.05$). All the indices - in-service training, incentives, teachers' workload and school facilities

all had a relative significant influence on teachers' commitment. It was recommended among others that motivational strategies should be provided to teachers and school factors should be well managed (workload) and improved upon (facilities).

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Keywords: *Motivational strategies, school factors, teachers' commitment*

Introduction

Teachers are the strength of a nation since they are the key actors of the instructional process and learners' cognitive, social and emotional development (Altun, 2017). Their commitment which is their attachment, belief and willingness to exert efforts on behalf of their school, students and profession is imperative for achievement of educational objectives (Akinwale and Okotoni, 2019). Despite the crucial role of teachers' commitment in attainment of school goals, poor commitment amongst secondary school teachers in Southwest, Nigeria has been observed. Some of the teachers spend little or no time preparing for their lessons, hardly evaluate their lessons and teach the way they like. Several factors have been linked with teachers' commitment. Researchers reported principal support, working conditions, autonomy, school climate, leadership styles and organizational trust (Ifediorah & Okaforcha, 2019; Adewusi, 2018; Yongmei, 2017; Dou, Devos & Valcke, 2017; Sarwar, Mumtaz, Batool & Ikram, 2015; Fard & Karimi, 2015). However, a review of the literature shows that motivational strategies and school factors as predictors of teachers' commitment is relatively scarce.

Motivational strategies are techniques and mechanisms consciously used to promote performance and internal drive among workers (teachers) (Shousha, 2018). Motivational strategies in this study comprised of in-service training and incentives (monetary or non-monetary benefits given in addition to wages) (Daniel, 2019). Agu, Oputa and Umeh (2021) revealed that principals' motivational

techniques (such as welfare packages, conducive environment, adequate teaching materials and leadership behaviours) influenced teachers' job performance in public secondary schools in Awka South Local Government Area of Anambra State. Akeju, Yakubu and Salawu (2021) reported that job motivation techniques (like conditions of service, in-service training) enhanced secondary school teachers' job performance in Sagamu local government of Ogun State. Olurotimi, Asad and Abdulrauf (2015) established that motivational factors incentives influence teachers' commitment in public Secondary schools in Mbale Municipality. Awolusi and Onikoyi (2014) confirmed that motivation had a significant association with staff job commitment in tertiary institutions in Southwest, Nigeria. However, literature shows scarcity of studies on the influence of motivational strategies (in-service training and incentives) on teachers' commitment in Southwest, Nigeria public secondary schools.

School factors, on the other hand, are those features or characteristics that pertain to a school working environment and could influence the quality of teaching and learning in the school. Examples include - teachers' workload and school facilities. Oludeyi and Akinsanya (2018) showed a significant positive influence of school environmental factors on job commitments of staff in the Olabisi Onabanjo University, Ogun State, Nigeria. Yongmei (2017) revealed that workload predicts teachers' job commitment levels. Amalu (2014) put forth that teachers' workload which is the quantity of work or sum of all activities completed by them in a certain amount of time negatively affects their professional effectiveness in Cross River State. However, there seems to be a huge scarcity of studies on the influence of workload on teachers' commitment in public secondary schools in Southwest, Nigeria.

School facilities refer to material resources such as office accommodation, instructional materials, workshop equipment, library resources, convenience facilities and laboratories that enable the teacher to do his/her work well (Ukpong and Okon, 2020). Dağlı and Gençda (2019) reported a moderate positive relationship

between the physical conditions of school buildings and teachers' organizational commitment in public primary schools in Turkey. The result of a study revealed a significant relationship between school facilities and teachers' job stress in Tamale Polytechnic, Ghana (Issah, Abubakari and Wuptiga, 2016). Ekpoh (2018) revealed that a strong relationship exists between school physical facilities and teachers' service delivery in secondary schools in Akwa Ibom State, Nigeria. Danjeka (2015) revealed a strong significant influence of school facilities on teachers' effectiveness in federal college of education Zaria. A thorough search of the literature reveals that the influence of school facilities on teachers' job satisfaction in secondary schools in Nigeria seems to be scanty hence a gap that needs to be addressed.

Judging from the above background, motivational strategies and school factors, therefore, have a link with teachers' commitment. However, since studies are scarce on the subject matter, it therefore, becomes imperative to investigate the joint and relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment in a bid to bridging the gap in the literature.

Theoretical Framework

This study was guided by 'Herzberg Two Factor Theory'.

Herzberg's two factor theory was propounded in 1959. The theory stipulates that satisfaction and dissatisfaction are driven by different factors. Satisfaction is influenced by motivational factors whilst dissatisfaction is influenced by hygiene factors. Motivational factors (intrinsic to the individuals) include - achievement, personal growth and development, recognition, and responsibility. Hygiene factors (extrinsic to the individuals) include - remuneration/incentives, policies, supervisory practices, and other working conditions. This theory is relevant to this study in that it renders support to the role of motivational factor (in-service training, remuneration) in enhancing teachers' satisfaction and

invariably their commitment. It also renders support to the influence of hygiene factors (such as good working condition and adequate school facilities) in preventing dissatisfaction among teachers thereby raising their commitment.

Statement of the Problem

It has been observed that most teachers in South-west public secondary schools are not committed to their schools, students and profession. The poor level of commitment observed among secondary school teachers in the Southwest portrays danger to the achievement of educational goals. Salient likely predictors of teachers' commitment include motivational strategies and school factors. A thorough search of the literature reveals a scarcity of studies on the joint contribution of motivational strategies and school factors on teachers' satisfaction. This therefore, creates a gap in knowledge that needs to be addressed. This study should create awareness on the subject matter. It should also be of great benefit to principals, teachers and the Government. This study should make them put in place various motivational strategies to enhance teachers' commitment. The study would make teachers make right decision in ensuring that their commitment is not affected. The government could use this finding to ensure that schools are well equipped and teachers are given incentives to make them committed. The study would be a guide and reference point to those who wish to carry out studies in this line of endeavour and also contribute to knowledge upon publication. The scope of this study focused on motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) as predictors of teachers' commitment to the school, students and profession in public secondary schools. The geographical scope covered all six Southwest states, Nigeria. However, this study was delimited to three states in the Southwest.

Aim and Objectives of the Study

The aim of this study is to investigate motivational strategies and school factors as predictors of teachers' commitment in public secondary schools in Southwest, Nigeria. The objectives are to:

1. identify the level of teachers' commitment in the public secondary schools in Southwest, Nigeria;
2. identify the motivational strategies that can enhance teachers' work in the public secondary schools in Southwest, Nigeria;
3. highlight the school factors that are on the ground in public secondary schools in Southwest, Nigeria;
4. examine the joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria;
5. examine the relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Research Questions

1. What is the level of teachers' commitment (commitment to the school, students and teaching profession) in the public secondary schools in South-west, Nigeria?
2. What are the perceived motivational strategies (in-service training and incentives) that can enhance teachers' work in the public secondary schools in Southwest, Nigeria?
3. What are the school factors (teachers' workload and school facilities) that are on ground in the public secondary schools in Southwest, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance. They are:

H₀₁: There will be no significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) all on teachers' commitment to the school, students and teaching profession in the public secondary schools in South-west, Nigeria.

H₀₂: There will be no significant relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Methodology

Research Design

A descriptive survey research design was adopted for the study.

Study Population

The target population consisted of all the principals (2,512) and teachers (63,352) in all public senior secondary schools in Southwest, Nigeria.

Sample Size and Sampling Technique

The multi-stage sampling procedure was used to select the sample size of 697 principals and 2,254 teachers for the study using stratified random, Yamane sample size determination formula and proportionate to size sampling techniques.

Research Instrument

Two self-constructed questionnaires titled "Motivational Strategies, School Factors and Job Satisfaction Questionnaire (MSSFJSQ)" and "Teachers' Commitment Questionnaire (TCQ)" were used for data collection.

Validity and Reliability of the Instrument

Face and Content validity evidence were used to validate the questionnaires. Cronbach's Alpha was used to determine the internal consistency of the instrument using 10 principals and 40 teachers who were excluded from the final study. A high Cronbach's Alpha value of .800 and 0.871 was obtained.

Method of Data Administration and Analysis

The instrument was administered to the sampled teachers personally and with the help of research assistants. Data collected were subjected to descriptive and inferential statistics. Demographic data were analysed using frequency and percentages. Research questions were answered using mean and standard deviation, while hypotheses were tested using multiple regression at 0.05 level of significance.

Results and Discussion

Demographic Data Analysis

Frequency Distribution of Principals' Demographic Variables (697)

Demographic Variable		Frequency (n)	Percentage (%)
Age	21-39 years	99	14.2
	40-58 years	459	65.9
	59 years and above	139	19.9
	Total	697	100
Gender	Male	296	42.5
	Female	401	57.5
	Total	697	100

Highest educational qualifications	NCE	98	14.1
	Bachelor's degree	272	39.0
	PGDE	119	17.1
	Master's degree	124	17.8
	PhD	84	12.0
	Total	697	100
Years of teaching experience	1-7 years	20	2.9
	8-14 years	89	12.8
	15-21 years	198	28.4
	22-28 years	256	36.7
	28 years and above	134	19.2
	Total	697	100

Source: Fieldwork, 2021

This table shows that majority of the principals are females, within 40-58 years of age, have Bachelor's degree and within 22-28 years of teaching experience.

**Frequency Distribution of Teachers' Demographic Variables
(n = 2,254)**

Demographic Variable		Frequency (n)	Percentage (%)
Age	21-39 years	1,184	52.5
	40-58 years	945	42.0
	59 years and above	125	5.5
	Total	2,254	100
Gender	Male	997	44.2
	Female	1,257	55.8
	Total	2,254	100
Highest educational qualifications	NCE	465	20.6
	Bachelor's degree	1,109	49.2
	PGDE	389	17.3
	Master's degree	291	12.9
	Total	2,254	100
Years of teaching experience	1-7 years	553	24.5
	8-14 years	1096	48.6
	15-21 years	412	18.3
	22-28 years	137	6.1
	28 years and above	56	2.5
	Total	2,254	100

Source: Fieldwork, 2021

This table shows that majority of the teachers are females, within 21-39 years of age, have Bachelor's degree and within 8-14 years of teaching experience.

Answers to Research Questions

Research Question One: What is the level of teachers' commitment (school, students and teaching profession) in public secondary schools in Southwest, Nigeria?

Level of Teachers' Commitment to the School

S/N	Items ("My teachers")	No.	Mean (\bar{x})	Standard Deviation	Decision
1	are actively involved in school activities	697	2.458	0.55	Low Level
2	consciously promotes the image of the school	697	2.399	0.56	Low Level
3	willingly accepts and obeys the values and goals of the school	697	2.549	0.61	Moderate Level
4	are always willing to contribute when and where necessary to curricula and extra-curricular activities, all in the bid to move the school forward	697	2.551	0.60	Moderate Level
5	have unquestionable loyalty to the school	697	2.498	0.49	Low Level
6	find it easy to cope with school's policies and laws	697	2.429	0.51	Low Level
7	are less likely to be absent from school	697	2.594	0.64	Moderate Level
8	see the school problem as theirs	697	2.051	0.49	Low Level
Weighted Mean = 2.441 (SD = 0.56); General Decision = Low Level					

Source: Fieldwork, 2021

Rating Scale used: NAA = Not At All (1), LL = Low Level (2), ML = Moderate Level (3) and HL = High Level (4). **Mean Threshold Remark:** If the mean is 0.000-1.499 = Not At All; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level and 3.500 to 4.449 = High Level.

This table shows that the level of teachers' commitment to the school is low in public secondary schools in Southwest, Nigeria.

Level of Teachers' Commitment to the Students

S/N	Items ("My teachers")	No.	Mean (\bar{x})	Standard Deviation	Decision
1	treat each student equally in order to ensure their academic growth	697	2.671	0.72	Moderate Level
2	are more likely to work with students in both curricular and extra-curricular activities with the aim to help them connect to the academic activities in the school	697	2.541	0.69	Moderate Level
3	constantly look for instructional strategies that will help learners understand better	697	2.134	0.56	Low Level
4	enjoy working with students	697	2.416	0.65	Low Level
5	recognize that students vary in size, colour, intelligence, background, interest and learning preferences and are always willing to help these students progress through developmental tasks and programmes commensurate with their abilities and interests	697	2.591	0.71	Moderate Level
6	truly cares for their students	697	2.481	0.69	Low Level
7	establish meaningful academic relationships with students	697	2.315	0.58	Low Level
Weighted Mean = 2.450 (SD = 0.66); General Decision = Low Level					

Source: Fieldwork, 2021

This Table shows that the level of teachers' commitment to the students is low in public secondary schools in Southwest, Nigeria.

Level of Teachers' Commitment to the Profession

S/N	Items ("My teachers")	No.	Mean (\bar{x})	Standard Deviation	Decision
1	are active members of local, state, or national professional association body of teachers	697	2.409	0.41	Low Level
2	are willing to defend the profession at all times	697	2.556	0.54	Moderate Level
3	are proud of being teachers	697	1.945	0.40	Low Level
4	are interested in engaging in courses that would help them stay abreast in the profession	697	2.243	0.47	Low Level
5	are ready to build a career in the teaching profession	697	2.252	0.49	Low Level
6	teach because of the love for the profession	697	2.229	0.51	Low Level
7	are willing to remain teachers regardless of other opportunities	697	1.342	0.43	Not At All
Weighted Mean = 1.821 (SD = 0.46); General Decision = Low Level					

Source: Fieldwork, 2021

This Table shows that the level of teachers' commitment to their teaching profession is also low in public secondary schools in Southwest, Nigeria.

Research Question Two: What are the perceived motivational strategies (in-service training and incentives) that can enhance teachers' work in public secondary schools in Southwest, Nigeria?

Perceived 'In-Service Training' Motivational Strategy

S/N	Items	No.	Mean (\bar{x})	Standard Deviation	Decision
1	Training and retraining of teachers is carried out in my school.	2254	2.381	0.74	Poor
2	I am made to participate in seminars and workshops that enhances my pedagogical knowledge at my school.	2254	2.372	0.73	Poor
3	The content of the training course is relevant to my teaching activity	2254	2.563	0.66	Fair
4	I am encouraged to think critically about my experiences in light of the new knowledge gained via training programs.	2254	2.521	0.61	Fair
5	I am equipped with variety of instructional strategies to promote student engagement via training.	2254	2.444	0.59	Poor
6	The course of training programs are motivating and interesting.	2254	2.431	0.61	Poor
Weighted Mean = 2.452 (SD = 0.66); General Decision = Poor (Rarely)					

Source: Fieldwork, 2021

Rating Scale used: NAA =Not At All (1), R = Rarely (2), S = Sometimes (3), F = Frequently (4) and A = Always (5).

Mean Threshold Remark: If the mean is 0.000-1.999 = Very Poor (Not At All); 2.000-2.499 = Poor (Rarely); 2.500-3.499 = Fair (Sometimes); 3.500 to 4.499 = Good (Frequently) and 4.500-5.000 = Very Good (Always)

This Table shows that the perceived motivational strategy in terms of in-service training is poor that is, rarely done and this may not enhance teachers' work in public secondary schools in Southwest, Nigeria.

Perceived 'Incentive' Motivational Strategy

S/N	Items	No.	Mean (\bar{x})	Standard Deviation	Decision
1	I am given extra pay in addition to my wages.	2254	1.981	0.64	Very Poor
2	Allowances are given to me in my school.	2254	1.972	0.58	Very Poor
3	Reward programs is done in my school.	2254	1.985	0.59	Very Poor
4	My school promotes teachers as at when due.	2254	1.998	0.56	Very Poor
5	My work is valued and well remunerated.	2254	1.765	0.60	Very Poor
6	Employees' benefits are given in my school.	2254	2.110	0.64	Poor
7	I am compensated base on the effort I put into my job.	2254	1.919	0.67	Very Poor
	Weighted Mean = 1.961 (SD = 0.61); General Decision = Very Poor (Not At All)				

Source: Fieldwork, 2021

This Table shows that the perceived motivational strategy in terms of incentive is very poor that is, not even given at all and this may also not enhance teachers' work in public secondary schools in Southwest, Nigeria.

Research Question Three: What are the school factors (teachers' workload and school facilities) that are on ground in public secondary schools in Southwest, Nigeria?

Teachers' Workload

S/N	Items	No.	Mean (\bar{x})	Standard Deviation	Decision
1	I teach more students than am suppose to	2254	3.184	0.76	Bad
2	My working hours is overstretched	2254	2.711	0.75	Bad
3	I am made to teach extra classes and extra-mural lessons	2254	3.212	0.89	Bad
4	The classes I teach are large	2254	2.981	0.81	Bad
5	I often carry undone tasks to the next day	2254	2.909	0.87	Bad
6	I teach more classes than my capacity	2254	3.216	0.91	Bad
7	I do some of my official work at home	2254	2.881	0.80	Bad
8	I teach more subjects than I should	2254	2.790	0.71	Bad
Weighted Mean = 2.986 (SD = 0.81); General Decision = Bad (Agree)					

Source: Fieldwork, 2021

Rating Scale used: SD = Strongly Disagree (1), D = Disagree (2), A = Agree (3) and SA = Strongly Agree (4).

Mean Threshold Remark: If the mean is 0.000-1.499 = Very Good (Strongly Disagree); 1.500-2.499 = Good (Disagree); 2.500-3.499 = Bad (Agree) and 3.500 to 4.449 = Very Bad (Strongly Agree)

This Table shows that school factors in terms of teachers workload on the ground is bad as most teachers agreed to have a huge workload in public secondary schools in Southwest, Nigeria.

School Facilities

S/N	Items	No.	Mean (\bar{x})	Standard Deviation	Decision
1	Library resources are up to date in my school	2254	1.421	0.54	Very Bad
2	There are adequate instructional materials to aid teaching and learning in my school	2254	1.541	0.43	Bad
3	There are clean convenience facilities for teachers in my school	2254	1.372	0.51	Very Bad
4	Teachers' staffrooms are clean and comfortable	2254	1.444	0.54	Very Bad
5	School laboratories are well equipped for practical teaching	2254	1.321	0.49	Very Bad
6	My school environment is neat and serene for teaching and learning	2254	1.478	0.50	Very Bad
7	Safety and security facilities are available in my school	2254	1.871	0.65	Bad
8	Classes are large enough to aid the teaching process	2254	1.590	0.55	Bad
Weighted Mean = 1.505 (SD = 0.53); General Decision = Bad (Disagree)					

Source: Fieldwork, 2021

This Table shows that school factors in terms of school facilities on the ground are also bad as most teachers disagreed with having conducive and adequate facilities to work within public secondary schools in Southwest, Nigeria.

Test of Hypotheses

H_{01} : There will be no significant joint contribution of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Model Summary and Coefficients of Multiple Regression Analysis

ANOVA						
Model	Sum of Squares	Df	Mean Square	F	P-Value	Remark
Regression	206.913	6	21.739	3.101	.010	High Significance
Residual	2742.391	690	9.810			
Total	2949.304	696				
Model summary						
R = 0.834 R Square = 0.696 Adjusted R Square = 0.682 Standard Error of the Estimate = 0.00312						

Dependent Variable: Teachers' commitment

Predictors: (Constant), school facilities, in-service training, teachers' workload, incentives.

Source: Fieldwork, 2021

F-value is significant at 0.05*

This Table shows a high significant joint contribution of motivational strategies and school factors on teachers' commitment to the school, students and profession in public secondary schools in Southwest, Nigeria ($F_{6, 690} = 3.101$, $P < 0.05$). The model summary shows that 68.2% variation (adjusted $R^2 = .682$) in teachers' commitment can be explained by motivational strategies and school factors (independent variables). The remaining 31.8% may be due to errors or factors not considered in this study.

H_{02} : There will be no significant relative influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Coefficients of Multiple Regression Analysis for the Relative Influence of motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) on teachers' commitment to the school, students and teaching profession in the public secondary schools in Southwest, Nigeria.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Significant value
		B	Standard Error	Beta		
II	(Constant)	24.756	4.120		7.109	.000
	In-service training	.135	.013	.109	2.102	.040*
	Incentives	.275	.007	.199	2.979	.020*
	Teachers' workload	.241	.028	.173	2.798	.024*
	School Facilities	.228	.019	.164	2.505	.029*
Dependent Variable: Teachers' commitment						

Source: Fieldwork, 2021

Beta Coefficients significant at 0.05

This Table shows that in-service training, incentives, teachers' workload and school facilities have a significant relative influence on teachers' commitment in public secondary schools in the South-west, Nigeria.

Discussion of Findings

This research examined motivational strategies and school factors as predictors of teachers' job satisfaction in public secondary schools in South-west, Nigeria. Findings from research question one revealed that teachers have low level of commitment to the school, students and profession in public secondary schools in Southwest, Nigeria. This finding completely agrees with the work of Akinwale and Okotoni (2019) who reported that teachers' job commitment to the school, students and teaching profession was low in public secondary schools in Osun State. The similarities observed in both

studies could be due to the fact that both studies were carried out in South-west, Nigeria.

Findings from research question two revealed that motivational strategies such as in-service training and incentives that can enhance teachers' work are poor and very poor respectively in public secondary schools in Southwest, Nigeria. This finding partially disagrees with the report of Onyali and Victor (2017) who noted that the provision of incentives in Oyo State was quite fair. The finding is also supported by Akeju et al. (2021) who reported a low level of in-service training for teachers in Ogun State secondary schools. Findings from research question three revealed that school factors such as teachers' workload and school facilities are bad (poor) in public secondary schools in Southwest, Nigeria. This could mean that the teachers perceived that the workload is too much for them and school facilities are bad or inadequate in the study area. This finding agrees with Akomolafe and Adesua (2016) who reported poor school physical facilities in secondary schools in Southwest, Nigeria. Uwannah, Amanze, Adeoye and Alaba (2019) reported high (poor) workload of teachers in Ogun State secondary schools.

Findings from hypothesis three showed a high significant joint contribution of motivational strategies and school factors on teachers' commitment to the school, students and profession in public secondary schools in the South-west, Nigeria. A similar study reported a significant influence of motivational strategies on science teachers' job satisfaction in secondary schools in Ibadan Metropolis, Oyo State (Ileuma, 2017). Another previous study also revealed that factors within the school working environment significantly influence teachers' satisfaction in secondary schools in Akwa-Ibom State, Nigeria (Ekpoh, 2018).

Findings from hypothesis four revealed that in-service training, incentives, close the gap workload and school facilities all have significant relative influence in public secondary schools in South-west, Nigeria. A previous similar study revealed that training and incentives/welfare significantly influenced teachers' job performance

in secondary schools in Kogi State (Lawal, Mustapha, Abogunrin and Yusuf, 2019). Another similar previous research work reported that factors within the school environment such as workload and facilities significantly influenced teachers' job satisfaction in Akwa-Ibom State secondary schools (Ekpoh, 2018).

Conclusions

On the basis of the findings, it can be concluded that motivational strategies (in-service training and incentives) and school factors (teachers' workload and school facilities) are poor and are negatively affecting teachers' commitment in public secondary schools in Southwest, Nigeria.

Recommendations

It is therefore recommended that:

1. In-service training should be regularly organised for teachers
2. Incentives should be given to teachers as at when due
3. Teachers' workload should be compatible with their capacity;
4. Government and other educational stakeholders should do all they can to ensure that school facilities are available, adequate, conducive and up to date and
5. School management should ensure teachers are supported and given autonomy to boost their commitment.

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