journals.unizik.edu.ng/jgcs ISSN: 1596-1141

JOURNAL OF GUIDANCE AND COUNSELLING STUDIES

Influence of Psychologically-Informed Motivational Strategies on Teacher Commitment in Public Secondary Schools in Awka North LGA, Anambra State

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Abstract

The study investigated the influence of psychologically informed motivational strategies on teacher commitment in public secondary schools in Awka North Local Government Area (LGA) of Anambra State. Specifically, the study examined the influence of financial incentives, recognition of teachers' achievements, and supportive working environment on teacher commitment. The study was guided by four research questions and four null hypotheses tested at 0.05 level of significance. A correlational survey research design was adopted for the study. A total 486 participants were drawn for the study using census sampling of the whole population of teacher and principals in the study area. Data were collected using a structured questionnaire titled "Psychologically Informed Motivational Strategies (PIMS) and Teacher Commitment Questionnaire (TCQ)", which was developed by the researcher. The instrument was subjected to face validation by three experts in Department of Educational Foundations. The reliability of the instruments was determined using Cronbach's Alpha method, and a reliability coefficient of 0.78 for PIMS and 0.87 for TCQ) was obtained, indicating high internal consistency. The data were collected through direct administration of the questionnaire and analyzed using the Statistical Package for Social Sciences (SPSS) version 23. Pearson Product Moment Correlation Coefficient was used to answer the research questions and test the null hypotheses. Findings revealed that financial incentives, recognition of achievements, and a supportive working environment each had a significant moderate positive influence on teacher commitment. The study also found a significant joint influence of these motivational strategies on teacher commitment. It was concluded that the implementation of psychologically informed motivational strategies plays a critical role in enhancing teacher commitment in secondary schools. Based on the findings, the study recommended that government and school administrators should ensure timely provision of adequate financial incentives, establish structured teacher recognition programs, and foster supportive working environments. The study further recommended capacity-building programs for school leaders and the institutionalization of motivational strategies through education policy for sustainable teacher commitment and improved school performance.

Keywords: Psychologically-informed, motivational strategies, teacher, commitment, secondary schools

Introduction

Teachers play a central role in achieving education objectives, serving as the key agents responsible for transmitting knowledge, skills, and values to students. Their significance within the educational system is underscored by the impact they have on learning outcomes and institutional effectiveness. According to Onafowope, Egwunyenga, and Oweikpodor (2023), teacher commitment is essential to the delivery of quality education, as committed educators exhibit high levels of enthusiasm, creativity, and persistence in their roles. Without such commitment, the realization of educational goals becomes increasingly difficult.

Within the context of counselling, commitment can be viewed as a psychological construct reflecting an individual's emotional attachment, intrinsic motivation, and sustained effort toward fulfilling professional responsibilities. Altun (2017) describes commitment as a strong sense of responsibility and dedication that fosters consistent and goal-oriented behaviour. Shu (2022) expands on this by emphasizing that a teacher's level of commitment is closely linked to their sense of purpose, passion for teaching, and psychological well-being. In this study, teacher commitment is understood as the degree to which teachers in public secondary schools in Awka North LGA are emotionally and professionally engaged in their work. This includes their willingness to implement school policies, support student development, collaborate with colleagues, and contribute to a positive school climate. Such commitment is closely linked with psychological factors such as self-efficacy, perceived support, and internal motivation. Motivation, when grounded in psychological understanding, extends beyond external rewards to include the internal drivers of engagement and satisfaction. Shu (2022) observed that self-efficacy and perceived psychological support are strong predictors of teacher commitment and well-being. Similarly, Abdulkarim (2024) emphasizes that when school administrators use motivational strategies that acknowledge teachers' emotional needs, autonomy, and professional growth, teachers are more likely to invest deeply in their roles. Moreover, when motivational efforts consider the psychological dynamics of teachers, such as recognition, purpose, empowerment, and interpersonal connection, they are more likely to result in improved instructional quality and student outcomes. Consequently, in the absence of psychologically-informed administrative support, even the most dedicated teachers may experience diminished motivation and reduced professional effectiveness over time.

The intentional effort by school leaders to nurture teachers' psychological well-being, inspire intrinsic motivation, and create a supportive environment that enhances their professional commitment is referred to as administrative motivational strategies (Ogunlade, Kamonges & Abdulkadir, 2015). This process involves more than just driving performance; it encompasses fostering a deep sense of purpose, belonging, and professional fulfilment among teachers. Ogunlade et al. described it as a psychologically aware approach to leadership that ensures teachers feel valued, emotionally supported, and aligned with the school's mission. Psychologically-informed motivational strategies are those strategies rooted in an understanding of human behaviour, emotional needs, and personal growth, core principles in counselling psychology. These strategies go beyond surface-level incentives and focus on reinforcing teachers' sense of autonomy, competence, and relatedness. School administrators

in Awka North LGA may implement such strategies through practices that promote job satisfaction and commitment. These, as Chiemeka-Unogu (2022) include facilitating continuous professional development, recognizing individual contributions, involving teachers in decision-making processes, ensuring access to adequate resources, and cultivating a positive school climate.

Within the framework of counselling, motivational strategies are essential for fostering teachers' mental wellness and reinforcing their professional identity. Chukwuma et al. (2023) emphasize that psychologically grounded interventions significantly shape ethical commitment and professional values among educators, which in turn influence their overall job engagement. Onafowope et al. (2023) assert that such strategies do not merely enhance performance but also play a preventative role by reducing burnout, absenteeism, and staff turnover, key challenges that stem from unresolved psychological stressors. By cultivating emotionally supportive and empowering school environments, principals enable teachers to experience a sense of competence, connectedness, and personal growth, which are pivotal psychological needs driving workplace commitment. This is consistent with Mbonu and Azuji (2022), who found that teachers' job satisfaction in Anambra State secondary schools is significantly predicted by a positive school climate, particularly when psychological support and recognition are present.

The effective application of these strategies thus serves a transformative function, enhancing both teacher morale and instructional performance. This aligns with the findings of Ukpong and Uchendu (2012) and Ogunlade et al. (2015), who observed that when teachers perceive themselves as psychologically supported and professionally valued, they are more inclined to exceed formal role expectations and actively contribute to the realization of school goals. A central motivational strategy within this framework is the provision of fair and consistent financial incentives. Although primarily extrinsic, these incentives support psychological stability by mitigating stress associated with economic insecurity. Ogunlade, Kamonges, and Abdulkadir (2015) report that teachers who feel adequately compensated demonstrate a higher level of professional commitment and job involvement. Similarly, Ukpong and Uchendu (2012) observe that competitive remuneration alleviates emotional distress and enhances job satisfaction. In the same vein, Mbonu and Azuji (2022) highlighted that inadequate compensation contributes to job dissatisfaction among secondary school teachers, further underscoring the psychological importance of financial support.

Beyond financial rewards, continuous professional development serves as a powerful psychologically informed motivator. These opportunities do more than enhance instructional competence; they also promote a sense of professional identity and personal growth. Abdulkarim (2024) affirms that consistent training and development enhance teachers' self-efficacy, a core construct in counselling psychology, thereby fostering deeper levels of commitment. Moreover, as noted by Onafowope et al. (2023), investment in teacher development cultivates psychological resilience, adaptability, and lifelong learning attitudes—all of which are indispensable in maintaining teacher engagement within a dynamically evolving educational context.

Recognition strategies such as awards, public commendations, and verbal affirmations also constitute vital psychologically informed motivational tools. Grounded in principles of counselling psychology, these strategies fulfil intrinsic emotional needs for validation, belonging, and self-worth. According to Osegbue et al. (2018), when teachers feel genuinely acknowledged, they develop a stronger emotional bond with their institutions, leading to heightened commitment and intrinsic motivation. Etele, Azuji & Ejichukwu (2023) further stated that psychological constructs like locus of control and decision-making competence significantly influence how educators interpret and respond to such recognition, thereby affecting their work-related stress levels and job performance. Supporting this, Mokwelu, Etele, and Azuji (2023) underscore the role of psychological perception in shaping positive attitudes and proactive school engagement, showing that motivational climates can impact both student and teacher behaviour.

Another key motivational strategy is participatory decision-making, which fosters teachers' autonomy and psychological ownership of their work environment. This inclusive leadership approach promotes a sense of empowerment and respect, factors essential for emotional safety and job satisfaction. Egboka and Olisah (2020) found that teachers involved in school-level decision-making processes exhibit stronger professional commitment due to increased psychological investment in institutional outcomes. Similarly, Mbonu and Azuji (2021) link distributed leadership styles to enhanced organizational commitment among teachers, highlighting the psychological benefits of shared authority and mutual respect. Nnonyelu et al. (2024) support this view, asserting that social orientation and decision-making competence significantly predict work stress, and by extension, influence motivation and professional commitment.

In addition, the availability of adequate teaching resources and the establishment of a conducive, emotionally safe working environment are critical to fostering teacher commitment. According to Kakaba, Ndupuechi, and Gyang (2024), teachers who operate in well-resourced and psychologically supportive environments report greater effectiveness in classroom management and instructional delivery. Such environments reduce stress, prevent burnout, and enhance teachers' ability to meet both academic and emotional demands in their roles. When teachers perceive their environment as both professionally and emotionally supportive, they are more likely to remain committed and resilient despite challenges. Mbonu and Azuji (2022) further corroborate that supportive school climates, marked by adequate facilities, collaborative culture, and recognition, significantly contribute to job satisfaction and teacher retention.

Globally, research within educational psychology and counselling disciplines has consistently shown that perceived administrative support plays a vital role in shaping teachers' professional behaviours and attitudes. Teachers who perceive their administrators as emotionally attuned, respectful, and supportive tend to display stronger levels of engagement, responsibility, and connection to their schools. Conversely, environments where such support is absent often lead to psychological withdrawal, reduced morale, and emotional exhaustion.

In the context of secondary schools in Awka North LGA, Anambra State, teacher commitment remains a foundational element for achieving educational goals. However, varying degrees of teacher commitment have been observed, often linked to psychosocial challenges such as limited recognition, poor remuneration, inadequate working conditions, and feelings of neglect. These conditions not only impact teachers' emotional well-being but also lead to dissatisfaction, absenteeism, and elevated turnover rates, issues that ultimately threaten the sustainability of quality education in the region (Mbonu & Azuji, 2022; Mokwelu, et al., 2023). Thus, integrating psychologically grounded motivational strategies within school leadership frameworks is not merely desirable but essential. Such integration holds the key to nurturing emotionally resilient, professionally fulfilled, and institutionally committed educators capable of driving meaningful educational outcomes. Given these challenges, it becomes increasingly necessary for school administrators to adopt motivational strategies that are grounded in counselling psychology principles, those that consider teachers' emotional experiences, self-concept, interpersonal relationships, and need for fulfilment. Understanding how these psychologically-informed strategies influence teacher commitment in the unique socio-cultural and institutional context of Awka North LGA is essential for developing targeted interventions that support teacher well-being and long-term retention.

Although studies such as Chiemeka-Unogu (2022) and Abdulkarim (2024) have explored administrative motivational strategies in broader Nigerian contexts, limited research has focused specifically on how these strategies function within the observable realities of secondary schools in Awka North LGA. The educational landscape in this area is characterized by unique challenges, including resource limitations, varied leadership practices, and socio-cultural expectations, that may alter how motivational strategies are perceived and experienced. This study, therefore, fills a critical gap by examining how psychologically-informed motivational strategies are implemented in public secondary schools in Awka North LGA and how they affect teacher commitment. It aims to provide insight into strategies that not only improve job performance but also foster emotional resilience, professional fulfilment, and long-term dedication among teachers.

Statement of the Problem

Teacher commitment is essential for achieving educational goals and delivering quality instruction, as it reflects both professional dedication and emotional investment. Within counselling psychology, commitment is linked to teachers' psychological well-being and workplace support. When teachers feel respected, valued, and emotionally fulfilled, they show greater resilience and engagement. However, in many public secondary schools in Awka North LGA, Anambra State, signs such as low morale, absenteeism, and high turnover indicate declining commitment. This is often due to inadequate motivational strategies that fail to address teachers' psychological needs. While prior research in Nigeria has largely focused on economic motivators like pay and promotions, there is limited attention to psychologically-informed strategies such as emotional validation, recognition, participatory leadership, and supportive work environments. Given the unique socio-cultural and institutional dynamics in Awka North, context-specific insights are crucial. This study therefore examines the extent to

which school principals apply psychologically grounded motivational strategies and how these influence teacher commitment, aiming to provide evidence-based recommendations for fostering emotionally supportive and engaging school climates.

Purpose of the Study

The main purpose of this study was to examine the influence of psychologically-informed motivational strategies adopted by school administrators on teacher commitment in public secondary schools in Awka North Local Government Area (LGA), Anambra State. Specifically, the study sought to achieve the following:

1. To examine the influence of financial incentive as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.
2. To investigate the influence of recognition of teachers' achievements as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.
3. To determine the influence of creating a supportive working environment as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.
4. To assess the combined influence of psychologically-informed motivational strategies on teacher commitment in public secondary schools in Awka North LGA.

Research Questions

The study answered the following research questions:

1. What is the influence of financial incentive as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA?
2. What is the influence of recognition of teachers' achievements as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA?
3. What is the influence of creating a supportive working environment as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA?
4. What is the combined influence of psychologically-informed motivational strategies on teacher commitment in public secondary schools in Awka North LGA?

Hypotheses

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

1. There is no significant influence of financial incentive as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.

2. There is no significant influence of recognition of teachers' achievements as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.
3. There is no significant influence of creating a supportive working environment as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.
4. The combined influence of psychologically-informed motivational strategies on teacher commitment in public secondary schools in Awka North LGA is not significant

Research Method

This study adopted a correlational research design to examine the relationship between psychologically informed motivational strategies and teacher commitment in public secondary schools in Awka North LGA, Anambra State. The design was suitable for establishing the strength and direction of the relationship among the variables. The area of the study is Awka North LGA, a predominantly rural region in central Anambra State, known for its educational aspirations and socio-cultural diversity. The study focused on all 10 public secondary schools in the area. The population consisted of all 186 participants, 176 teachers and 10 principals. A census sampling technique was used to include the entire population, ensuring comprehensive data collection and minimizing sampling error. Data were collected using two researcher-developed questionnaires:

The Administrative Motivational Strategies Questionnaire (AMSQ), which assessed financial incentives, recognition of achievements, and supportive work environments (30 items).

The Teacher Commitment Questionnaire (TCQ), which measured teachers' emotional, behavioural, and professional dedication (15 items). Both instruments employed a 4-point Likert scale.

Validation of the instruments was conducted by three experts in Guidance and Counselling and Measurement and Evaluation, and necessary revisions were made based on their input. A pilot test was carried out in two schools in Enugu State. The reliability of the instruments was determined using Cronbach's Alpha method, and a reliability coefficient of 0.78 for PIMS and 0.87 for TCQ) was obtained, indicating high internal consistency. Data collection was facilitated by trained assistants using an on-the-spot method across the 10 schools; where necessary, follow-up visits were made to retrieve outstanding copies of the questionnaire. Data analysis involved the use of Pearson Product Moment Correlation to answer the research questions and test the hypotheses at a 0.05 level of significance, using SPSS version 23. The strength of correlation was interpreted using the guidelines provided by Schober et al. (2018).

Results

Data collected from the field for this study were analysed and the summaries were presented in tables

Research Question 1

What is the influence of financial incentive as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA?

Table 1: Pearson r showing the influence of financial incentive as a psychologically-informed motivational strategy on teacher commitment in public secondary schools

		Financial Incentive r	Teacher Commitment r
Financial Incentive	Pearson r	1	.573
	N	185	185
Teacher Commitment	Pearson r	.573	1
	N	185	185

The Pearson correlation analysis in Table 1 reveals a moderate positive influence of financial incentive strategies and teacher commitment in secondary schools in Awka North LGA ($r = .573$, $p < .01$). This indicates that as financial incentives increase, teacher commitment also tends to improve.

Research Question 2

What is the influence of recognition of teachers' achievements as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA?

Table 2: Pearson R on the influence of recognition of teachers' achievements as a psychologically-informed motivational strategy on teacher commitment in public secondary schools

		Teachers' Achievements	Teacher Commitment
Teachers'	Pearson r	1	.502
Achievements	N	185	185
Teacher	Pearson r	.502	1
Commitment	N	185	185

The Pearson correlation analysis in Table 2 shows a moderate positive influence of recognizing teachers' achievements and teacher commitment in secondary schools in Awka North LGA ($r = .502$, $p < .01$). This suggests that when teachers' achievements are recognized, their commitment tends to increase.

Research Question 3

What is the influence of creating a supportive working environment as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA?

Table 3: Pearson r on the influence of creating a supportive working environment as a psychologically-informed motivational strategy on teacher commitment in public secondary schools

		Supportive Working Environment	Teacher Commitment
Supportive Working Environment	Pearson r	1	.459
	N	185	185
Teacher Commitment	Pearson r	.459	1
	N	185	185

The Pearson correlation analysis in Table 3 reveals a moderate positive influence of creating a supportive working environment on teacher commitment in secondary schools in Awka North LGA ($r = .459$, $p < .01$). This indicates that when a more supportive working environment is provided, teacher commitment tends to improve.

Research Question 4

What is the joint influence of psychologically-informed motivational strategies on teacher commitment in public secondary schools in Awka North LGA.

Table 4: Regression Analysis on the Joint influence of psychologically-informed motivational strategies on teacher commitment in public secondary schools

R	R Square	Adjusted R Square	%
.596[a]	.356	.345	34.5

The model summary in Table 4 shows a moderate joint influence of administrative motivational strategies (financial incentives, recognition of teachers' achievements, and a supportive working environment) and teacher commitment in secondary schools in Awka North LGA. The R Square value (.356) indicates that 35.6% of the variation in teacher commitment can be explained by the combined effect of financial incentives, recognition of achievements, and a supportive working environment.

Testing the Null Hypotheses

Hypothesis 1

There is no significant influence of financial incentive as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.

Table 5: Pearson Test of Significance on the influence of financial incentive as a psychologically-informed motivational strategy on teacher commitment in public secondary schools

		Financial Incentive	Teacher Commitment
Financial Incentive	Pearson Correlation	1	.573
	Sig. (2-tailed)		.000
	N	185	185
Teacher Commitment	Pearson Correlation	.573	1
	Sig. (2-tailed)	.000	
	N	185	185

Findings in Table 5 revealed significance value, p = .000. This confirms that the influence of providing financial incentive strategies and teacher commitment is statistically significant at the 0.05 level of significance. Thus, the null hypothesis is rejected, meaning that there is a significant influence of financial incentive as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.

Hypothesis 2

There is no significant influence of recognition of teachers' achievements as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.

Table 6: Pearson Test of Significance of the influence of recognition of teachers' achievements as a psychologically-informed motivational strategy on teacher commitment in public secondary schools

		Teachers' Achievements	Teacher Commitment
Teachers' Achievements	Pearson Correlation	1	.502
	Sig. (2-tailed)		.000
	N	185	185
Teacher Commitment	Pearson Correlation	.502	1
	Sig. (2-tailed)	.000	
	N	185	185

Findings in Table 6 revealed a significance value p = .000. This indicates that this influence is statistically significant at the 0.05 level of significance. Therefore, the null hypothesis is rejected. There is a significant influence of recognition of teachers' achievements as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.

Hypothesis 3

There is no significant influence of creating a supportive working environment as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.

Table 7: Pearson Test of the Significance of the influence of creating a supportive working environment as a psychologically-informed motivational strategy on teacher commitment in public secondary schools

		Supportive Working Environment	Teacher Commitment
Supportive Working Environment	Pearson Correlation	1	.459
	Sig. (2-tailed)		.000
	N	185	185
Teacher Commitment	Pearson Correlation	.459	1
	Sig. (2-tailed)	.000	
	N	185	185

Table 7 revealed a significance value p = .000. This confirms that this influence is statistically significant at the 0.05 level of significance. Therefore, the null hypothesis is rejected. There is a significant influence of creating a supportive working environment as a psychologically-informed motivational strategy on teacher commitment in public secondary schools in Awka North LGA.

Hypothesis 4

The joint influence of psychologically-informed motivational strategies on teacher commitment in public secondary schools in Awka North LGA is not significant.

Table 8: Test of Significance of the Joint influence of psychologically-informed motivational strategies on teacher commitment in public secondary schools

R	R Square	Adjusted R Square	%	df	Cal. F	P<0.05	Remark
.596[a]	.356	.345	34.5	181	3.298	0.000	S

Table 8 revealed that at 3df numerator, 181df denominator and 0.05 level of significant, the calculated F-change value (33.298, p = .000) which is less than the 0.05. Thus, the null hypothesis is rejected. The influence of psychologically-informed motivational strategies on teacher commitment in public secondary schools in Awka North LGA is significant.

Discussion

Findings of the study are discussed as follows:

Influence of financial incentive as a psychologically-informed motivational strategy on teacher commitment

The study revealed a significant moderate positive influence of financial incentives as a psychologically informed motivational strategy on teacher commitment in secondary schools in Awka North LGA. This suggests that when teachers receive adequate financial motivation, such as salary increments, bonuses, and allowances, they demonstrate higher levels of dedication and job commitment. This could be attributed to the role financial incentives play in improving teachers' financial stability, thereby reducing economic-related stress and allowing teachers to focus more effectively on their instructional and administrative responsibilities. These results corroborate the findings of Chiemeka-Unogu (2022), who reported that financial incentives were key motivational tools used by principals in Rivers State to enhance teacher productivity and dedication. Similarly, Abdulkarim (2024) found a strong positive correlation between principals' financial motivational strategies and teachers' job performance, highlighting that adequate financial support encourages teachers to remain committed. Ukpong and Uchendu (2012) also reported that financial incentives play a central role in boosting teacher morale and job satisfaction.

Also, in the Anambra State context, Mbonu and Azuji (2022) emphasized that a supportive school climate, including fair compensation practices, significantly predicts teacher job satisfaction. Their findings reinforce the idea that financial incentives, when embedded within a psychologically supportive school climate, contribute to sustained teacher commitment. Additionally, Mbonu and Azuji (2021) stressed the importance of administrative support, including financial motivation, as a critical factor in fostering teachers' organizational commitment. Furthermore, Mokwelu, et al. (2023) highlighted that financial stability amidst socio-economic uncertainties enhances both staff and student engagement, suggesting that economic motivation remains pivotal to maintaining focus and dedication in the educational setting.

Influence of recognition of teachers' achievements as a psychologically-informed motivational strategy on teacher commitment

The study also established a significant moderate positive influence of recognition of teachers' achievements on teacher commitment. This indicates that when school administrators actively

acknowledge and reward teachers' efforts, through verbal praise, awards, or formal commendations, teachers experience an increased sense of value, motivation, and professional responsibility. Such recognition satisfies psychological needs for esteem and belonging, reinforcing emotional attachment to the school and enhancing commitment. A culture of recognition fosters job satisfaction by promoting a supportive environment where teachers feel appreciated and encouraged to excel. Conversely, when recognition is lacking, teachers may feel neglected, leading to reduced morale, burnout, and eventual attrition.

These findings align with Chiemeka-Unogu (2022), who observed that consistent acknowledgment of teachers' contributions significantly elevated their enthusiasm and loyalty. Similarly, Ogunlade, Kamonges, and Abdulkadir (2015) reported that appreciation by school leadership enhanced teachers' engagement and motivation. Egboka and Olisah (2020) also confirmed that initiatives like "teacher-of-the-month" awards contributed to higher teacher retention and job commitment. In the Anambra context, Mbonu and Azuji (2022) emphasized that a positive school climate, including recognition practices, directly correlates with job satisfaction. The authors linked supportive leadership with increased organizational commitment.

Influence of creating a supportive working environment as a psychologically-informed motivational strategy on teacher commitment

The study further found a significant moderate positive influence of a supportive working environment on teacher commitment. This highlights that when teachers perceive their work environment as respectful, collaborative, and resource-rich, their commitment to their duties increases. Supportive environments are characterized by clear communication, mutual respect, positive interpersonal relationships, equitable workload distribution, and access to necessary teaching materials.

Teachers who operate in such enabling environments tend to experience reduced stress and increased job satisfaction, both of which are crucial in fostering sustained professional commitment. Moreover, schools that encourage collaboration, provide career development opportunities, and engage teachers in decision-making processes help promote a sense of autonomy and ownership, which deepens institutional loyalty.

This result resonates with Chiemeka-Unogu (2022) who noted that a positive work climate significantly influenced school administration and teacher commitment. Similarly, Osegbue, Ohamobi, and Manafa (2018) found that promoting teacher autonomy and support within the workplace improved productivity and reduced turnover. Also, Egboka and Olisah (2020) emphasized that supportive leadership and availability of teaching resources significantly contribute to teacher dedication, aligning closely with the current study's findings.

Joint influence of psychologically-informed motivational strategies on teacher commitment

The study revealed a significant moderate joint influence of administrative motivational strategies; namely financial incentives, recognition of teachers' achievements, and a supportive working environment on teacher commitment. This finding indicates that while each of these motivational components individually contributes to teacher commitment, their combined effect is also meaningful but moderate, suggesting the presence of other underlying or complementary factors influencing teacher engagement.

The cumulative impact of these strategies reinforces the idea that both extrinsic (e.g., financial incentives) and intrinsic (e.g., recognition and supportive environment) motivators are necessary to achieve sustainable teacher commitment. A multifaceted approach that incorporates financial security, professional acknowledgment, and a positive workplace atmosphere provides a more holistic and effective framework for motivating teachers.

The joint findings are in agreement with Abdulkarim (2024), who concluded that financial incentives alone were insufficient for fostering long-term commitment without corresponding non-monetary motivators. Similarly, Ogunlade, Kamonges, and Abdulkadir (2015) noted that while financial rewards were important, teachers valued job satisfaction, leadership support, and career advancement opportunities even more. This supports the argument that teacher motivation and commitment are best sustained through an integrated approach involving both material and psychological reinforcements.

Conclusion

The findings from this study collectively emphasize that psychologically-informed motivational strategies, especially financial incentives, recognition, and a supportive work environment, are crucial drivers of teacher commitment in public secondary schools in Awka North LGA. Each of these factors contributes to teachers' emotional, professional, and psychological engagement with their roles. However, their influence is moderate, underscoring the importance of exploring additional contextual, cultural, and personal variables that may further shape teacher commitment. The study recommends that school administrators adopt a balanced motivational strategy that addresses both extrinsic and intrinsic needs to foster a committed, motivated, and high-performing teaching workforce.

Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance teacher commitment through psychologically informed motivational strategies:

1. The government, in collaboration with school administrators, should ensure that teachers are adequately remunerated through timely payment of salaries, bonuses, and allowances. Introducing performance-based financial rewards will serve as both

motivation and recognition for exceptional efforts, thereby boosting teacher morale and commitment.

2. School management should adopt formal recognition systems that highlight and reward teachers' achievements. These can include awards, public commendations, letters of appreciation, and promotions. Regular teacher appreciation events such as "Teacher of the Month" or annual awards ceremonies should be held to foster a culture of acknowledgment and motivation.

3. School administrators should encourage mutual respect, collaboration, and active teacher involvement in decision-making to strengthen their sense of belonging and professional commitment.

4. Teachers should be provided with opportunities for regular professional growth through workshops, seminars, and in-service training.

5. Schools should establish counselling and wellness services to help teachers cope with stress and maintain a balanced professional and personal life. Peer mentoring programs should also be introduced to encourage collegiality, professional collaboration, and support among teachers.

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