

STRATEGIES FOR IMPROVING TEACHING PROFESSION AND TEACHER'S COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ORUMBA SOUTH L.G.A ANAMBRA STATE

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Abstract

The project focused on Strategies for improving teaching profession and teacher's commitment in public secondary schools in Orumba South L.G.A Anambra State. The study is a survey research design. Four research questions were formulated to guide this study. The population of the study comprised of two hundred and eighty-one (281) teachers in public secondary schools in Orumba South L.G.A. The instrument for data collection was a thirty (30) questionnaire items. The statistical tool for data analysis was mean. The results of the finding indicated; some of the challenges faced by teachers in public secondary schools that affect their professional performance and job satisfaction which include: teachers face challenges of not having access to enough technological resources to enhance teaching, teachers are not provided with sufficient opportunities for professional development. Also, the findings show that; teachers are more committed when they have opportunities for continuous professional development, and teachers are more committed when they receive adequate support and encouragement from school leaders. Based on the findings of this study, the researcher recommended that; Governments and educational bodies should review and increase teachers' salaries to reflect their roles and responsibilities; Schools should establish regular, accessible, and relevant professional development programs that focus on both subject-specific and pedagogical skills; School administrators should be trained in leadership skills that focus on teacher support, feedback, and recognition.

Keywords: Teaching profession, teacher's commitment, public secondary schools.

Introduction

The teaching profession plays a significant role in determining the future of any nation or locality because the primary aim is to transmit knowledge, values and skills to the future generation. The teaching profession is central to the development and sustainability of any nation's educational system. Teachers are not only responsible for imparting knowledge but also for shaping the values, attitudes, and behaviours of future citizens. Recently, there are challenges like low motivation, poor remuneration, inadequate infrastructure and lack of professional development facing public secondary schools, which have contributed to declining teacher commitment and performance (Afe, 2001). In public secondary schools, particularly in developing countries like Nigeria, the quality of education largely depends on the professionalism and commitment of teachers. However, there is growing concern over declining teacher morale, poor professional conduct, and low levels of commitment, which have significantly affected the quality of teaching and learning outcomes (Ofoegbu, 2004; Ukeje, 2002).

Teacher commitment refers to the degree of psychological attachment, loyalty, and willingness of teachers to invest their time and effort into their professional responsibilities. It influences teachers' classroom practices, student achievement, and the overall effectiveness of the school system (Day, 2004). Unfortunately, several studies have highlighted that teachers in public secondary schools in Nigeria often experience low job satisfaction due to inadequate remuneration, lack of professional development opportunities, poor working conditions, and limited recognition of their efforts (Adeyemi, 2008; Egu, 2009). These challenges have led to increased absenteeism, high attrition rates, and poor academic performance among students. Successful education often depends on teacher quality, which should be centered on the expansion of professional knowledge and strategies to promote professional development. As professional development for teachers improves, so does teaching effectiveness, which benefits

students' learning because professional development for teachers is closely linked with teaching effectiveness and the success or failure of student learning (Huang, 2003; Shih, Chen, & Ye, 2020).

The place of the teachers in controlling the tempo of change and development cannot be over-estimated. Considering the vital role of teacher in the society, it can be asserted that, for the welfare of the youth and society as well, there is need for teaching to be established, improved and maintained by society as a full profession. Teachers constitute an important factor in the implementation of the curriculum. The quality of teachers is known to be a key predictor of students' performance. Stressing this point, Hammad (2011) pointed out that the simple most important determinant of what students learn is what teachers know. Teaching as a profession demands continuous development of knowledge and ability through training programmes. Such training programmes include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in- service training and so on. Every institution is expected to be committed in creating an equitable and motivating working environment to empower staff.

Teachers are important figures in the nation and are authorities at all level of the education system. This is because apart from their primary role in curriculum implementation, their feelings or opinions about their job as well as their behaviour towards the students in the classroom are issues of great concern. The opinion or feelings they have about their job as well as the behaviour patterns displayed in doing their job determine how motivated, committed and effective they will be in doing their job. Teachers' job effectiveness programme is one of the main roots of achieving this commitment. It is, therefore, a process designed to improve teaching job understanding, promote more effective teaching skills, and establish future goals for career growth. It helps teachers in understanding their responsibilities. It is the opportunities available to new and experienced teachers and teaching assistants (Para-professionals). These activities are designed to improve the quality of classroom instruction and enable individual to grow professionally.

Education authorities, with sound philosophy of education, therefore, have an obligation to seek and provide opportunities for teachers to grow professionally as they make this growth; they make a greater contribution to teachers. Onebunne (2025) maintains that, philosophy of education is the application of critical thoughts on education. It is, therefore, a critical appreciation of *educere* (to lead out) and *educare* (to lead into) as regards teaching and learning. The performance of any institution to a large extent depends on effective human resource, although other factors are essential in the attainment of institutional goals. For every educational institution, it is a basic requirement to have quality teachers in order to improve upon the knowledge, skills and general performance of its students. Teacher education, training, and development are means for professional advancement, which deals with all developmental functions directed at the maintenance and enhancement of their professional competence (OECD/ILO, 2017). The quality of teachers that work in a specific educational system helps in the attainment of positive learning outcomes in schools. Dolores and Ernest (2018) aptly opined that performance of teachers is partly hinged on their pre-service training in addition to the in-service training given to the teachers. Pre-service teacher training programs (PSTP) are very crucial in order to upgrade teachers' skills, knowledge, competence and performance as well as to enable them to be more effective. In-service training programs (ISTP) on the other hand are necessary to re-orientate teachers to new goals and values; to train them in new teaching and learning methods; to prepare them to cope with curriculum change; and to provide them with the knowledge and skills to teach new learning areas of knowledge since information and new skills emerge in short period of time (Obanya, 1999).

Teaching may be hard work because it is heart work and the key players are teachers though more control and pace of learning are in the hands of learners while teachers' roles are as guide on the side. This in no way has not limited the teachers' job specification neither has it eliminated the duties the teacher performs daily, hence training and development for the teaching profession remain vital. Training and development

consequently have become the most important factor in the organizations today not just in business but in every facet, because it increases the efficiency and the effectiveness of both employees and the organization (Ololube, 2019). Improving the teaching profession requires the implementation of strategic policies that enhance teacher training, provide career advancement opportunities, and improve welfare packages. Equally important are strategies that foster teacher motivation, recognize outstanding performance, and promote professional ethics and standards (Oluwadare & Oloruntegbe, 2010). Commitment can be enhanced through participatory leadership, effective supervision, adequate instructional materials, and teacher involvement in decision-making processes (Yusuf & Adigun, 2010). Given the pivotal role teachers play in national development, it becomes imperative to investigate and develop effective strategies for improving the teaching profession and teacher commitment in public secondary schools. This study seeks to explore such strategies with the aim of offering policy-relevant recommendations that can transform the educational sector and elevate the status of teachers in Nigeria.

Statement of Problem

Teaching profession is one of the most glorious profession in the world because it is the vital pillars for national development since teachers play a critical role in shaping the minds and values of future generation. However, in Orumba South Local Government Area L.G.A of Anambra State, the teaching profession particularly within public secondary schools has lost its glory by experiencing a decline in status, motivation and overall commitment among teachers. As a result, teacher morale and commitment have significantly declined, leading to reduced productivity, poor student performance, and high attrition rates within the profession. Teachers in public secondary schools often lack motivation to deliver their best, largely due to systemic issues such as delayed salaries, limited career advancement opportunities, and weak administrative support. Furthermore, the societal perception of teaching as a less prestigious profession has further diminished the enthusiasm of many teachers to remain committed. Without strategic interventions to improve the teaching profession and enhance teacher commitment, the quality of education in public secondary schools will continue to deteriorate.

This situation calls for the identification and implementation of effective strategies aimed at revitalizing the teaching profession and boosting teacher commitment. There is a pressing need to investigate the current state of teacher motivation and professional support systems in public secondary schools, and to propose viable strategies that can lead to sustainable improvements. This study, therefore, seeks to examine and recommend appropriate strategies for improving the teaching profession and enhancing teachers' commitment in public secondary schools.

Purpose of Study

The primary purpose of the study is to examine and identify strategies for improving teaching profession and teacher's commitment in public secondary schools in Orumba South L.G.A Anambra State. This study specifically sought to:

- Investigate the challenges faced by teachers in public secondary schools in Orumba South L.G.A Anambra State that affect their professional performance and job satisfaction.
- Examine the factors influencing teachers' commitment to their profession in public secondary schools in Orumba South L.G.A Anambra State.
- Identify existing policies and practices aimed at improving the teaching profession and promoting teacher motivation in public secondary schools in Orumba South L.G.A Anambra State.
- Recommend effective and sustainable strategies for enhancing the status of the teaching profession and boosting teacher commitment in public secondary schools in Orumba South L.G.A Anambra State.

Significance of Study

- This study is significant for several reasons, particularly in the context of improving educational outcomes in public secondary schools. The study will be beneficial to the policymakers, teachers, students and public.
- Policy Formulation and Implementation: The findings of this study will provide valuable insights for policymakers and educational administrators in designing and implementing effective policies aimed at improving the status and working conditions of teachers in public secondary schools.
- Enhancing Teacher Motivation and Retention: By identifying strategies that promote teacher commitment and job satisfaction, the study can help reduce teacher attrition rates and foster a more dedicated and motivated workforce in the education sector.
- Improving Student Academic Performance: Committed and well-supported teachers are more likely to deliver quality instruction, which in turn can lead to improved student learning outcomes and overall academic achievement.
- Professional Development: The study will highlight the importance of continuous professional development and training programs, thereby encouraging education stakeholders to invest in capacity building for teachers.
- Social and Economic Development: A stronger and more effective teaching profession contributes significantly to the development of human capital, which is essential for the social and economic progress of the nation.
- Contribution to Academic Research: The study will add to the existing body of knowledge on teacher motivation and professional development, serving as a useful reference for future research in education and human resource management.

Scope of the Study

The study was carried out in public secondary schools in Orumba South Local Government Area of Anambra State. It is de-limited to Strategies for improving teaching profession and teacher's commitment in public secondary schools in Orumba south L.G.A Anambra State.

Research Question

1. What are the challenges faced by teachers in public secondary schools in Orumba South L.G.A Anambra State that affect their professional performance and job satisfaction?
2. What are the factors influencing teachers' commitment to their duties and responsibilities in public secondary schools in Orumba South L.G.A Anambra State?
3. What are the existing policies and practices aimed at improving the teaching profession and promoting teacher motivation and retention in public secondary schools in Orumba South L.G.A Anambra State?
4. What are the recommended effective and sustainable strategies for enhancing the status of the teaching profession and boosting teacher commitment in public secondary schools in Orumba South L.G.A Anambra State?

Concept of Teaching

The concept of teaching is multifaceted, encompassing various approaches, strategies, and philosophies. It involves imparting knowledge, skills, values, and attitudes to learners to help them develop intellectually, emotionally, and socially. Teaching is not just about transferring information; it is also about fostering critical thinking, creativity, and problem-solving abilities in students. While many global frameworks shape teaching practices, the concept of teaching in the Nigerian context has unique characteristics influenced by cultural, socio-economic, and educational factors. This discussion explores the concept of teaching in Nigeria, drawing from local educational theories, practices, and notable Nigerian educational thinkers.

Understanding Teaching: A Global and Local Perspective

Globally, teaching is seen as a process that encourages active learning, engagement, and the development of competencies. According to UNESCO (2015), effective teaching is centered around student-centered learning, where teachers facilitate learning experiences rather than merely delivering content. This shift emphasizes the importance of learning environments that cater to diverse learning styles and promote inclusivity. However, in Nigeria, while these global perspectives are integrated into teaching practices, the educational system has distinctive challenges that affect how teaching is conceptualized and executed.

Nigerian Context of Teaching

In Nigeria, the concept of teaching is shaped by the country's educational history, socio-economic factors, and government policies. Nigerian education systems, both formal and informal, have long emphasized rote learning, which is often criticized for limiting creativity and critical thinking. However, recent educational reforms, such as the Universal Basic Education (UBE) and the National Policy on Education (NPE), aim to promote more child-centered teaching methods that focus on problem-solving, hands-on learning, and technological integration (Federal Ministry of Education, 2013).

Teacher as Facilitator of Learning

In the Nigerian context, teaching is increasingly viewed as a facilitative process. This means that teachers are not just conveyors of information but are expected to guide and support students in their learning journey. Nigerian education scholar Akinwumi (2017) notes that teaching must move beyond the traditional "chalk-and-talk" approach to an interactive model where students actively participate in learning. This participatory approach encourages student engagement, promotes critical thinking, and allows for differentiated learning experiences that cater to diverse student needs.

Indigenous Pedagogy and African Worldview

Teaching in Nigeria is also influenced by indigenous pedagogical approaches rooted in African cultural values. According to Uzoigwe (2015), African teaching methodologies emphasize communal learning, storytelling, and apprenticeship. In traditional Nigerian society, teaching is not limited to the classroom but occurs in various social settings, such as family gatherings, community events, and through mentorship. These practices often involve oral traditions, and knowledge was passed down through generations, fostering a strong connection between knowledge, culture, and identity.

Teacher-Student Relationship

The relationship between teachers and students is a central element in Nigerian teaching. Teachers are often seen as authority figures, and there is a deep respect for their role in guiding students. However, as outlined by Olatunji (2018), the hierarchical nature of the teacher-student relationship in Nigeria can sometimes limit students' freedom to question and challenge ideas. This power dynamic is gradually changing, as modern educational philosophies emphasize creating democratic learning environments where students can express their opinions and ideas freely.

Challenges of Teaching in Nigeria

Teaching in Nigeria faces numerous challenges, including overcrowded classrooms, inadequate teaching resources, poor funding, and lack of professional development opportunities for teachers. As noted by Okebukola (2016), these challenges contribute to a fragmented education system where teaching is often centered on achieving examination success rather than fostering a holistic educational experience. Teachers are frequently underpaid and overburdened, leading to lack of motivation and burnout. Moreover, access to quality education in rural and marginalized areas remains a significant barrier, further hindering the effectiveness of teaching practices.

The Role of Technology in Teaching

With the rise of digital technology, teaching in Nigeria is gradually embracing online platforms and multimedia tools to enhance learning. According to Adedeji (2020), technology integration is a critical aspect of modern teaching, and its application in Nigerian classrooms has the potential to transform educational outcomes. However, the uneven access to technology and infrastructure, particularly in rural areas, poses significant challenges. Despite these barriers, there has been a growing push to incorporate digital tools and e-learning platforms into the educational system, helping bridge the gap between urban and rural learning experiences.

Constructivist Approaches to Teaching

Constructivism, which emphasizes the active role of learners in constructing knowledge, is gaining traction in Nigerian educational discourse. Scholars like Olorundare (2014) argue that teachers should create learning environments that encourage inquiry, exploration, and collaboration. By fostering a classroom culture where students can build on their prior knowledge and connect learning to real-world experiences, constructivist teaching aligns with the Nigerian goal of producing graduates who can think critically and solve societal problems.

Teacher Training and Development

For teaching to be effective in Nigeria, there must be continuous professional development for teachers. As highlighted by Ajiboye (2016), teacher education programs in Nigeria need to emphasize not only content knowledge but also pedagogical skills and strategies for classroom management. Teachers must be equipped with the tools to engage students actively and assess learning outcomes. While there have been improvements in teacher training, more needs to be done to ensure that teachers are equipped to handle the challenges of the 21st century classroom.

Concept of profession

Profession is central to understanding the role of various occupations in society, particularly how these roles are structured, the standards that define them, and the responsibilities that professionals hold. A profession is typically defined as an occupation that requires specialized education, training, and ethical practices, and it is characterized by a commitment to public service, high standards of competence, and adherence to a code of ethics. In the Nigerian context, the concept of profession also intersects with cultural, socio-economic, and historical factors that shape professional practices. This discussion explores the concept of profession, focusing on its definition, characteristics, and the role of professionals in Nigerian society.

A profession is generally regarded as a paid occupation that requires a high level of education and training, often involving a significant commitment to public service. According to Okafor (2013), a profession is distinguished from other occupations by its adherence to a set of ethical standards and specialized knowledge that is learned through formal education and experience. Professions often have regulatory bodies that oversee the activities of practitioners, ensuring that their conduct meets the established standards of competence, ethics, and public service. In Nigeria, professions such as medicine, law, engineering, and accounting have long been recognized as essential to the functioning of society. These fields require individuals to obtain certification from regulatory bodies, such as the Nigerian Medical Association (NMA) for doctors, the Nigerian Bar Association (NBA) for lawyers, and the Institute of Chartered Accountants of Nigeria (ICAN) for accountants, before practicing professionally. Several key characteristics define a profession, and these attributes can be applied to Nigerian contexts. The following features are commonly associated with professions:

1. **Specialized Knowledge and Education:** One of the most important defining characteristics of a profession is the requirement for specialized knowledge and formal education. In Nigeria, individuals pursuing careers in regulated professions, such as medicine, law, and engineering, must undergo years of study at accredited institutions before they can practice. This specialized

training ensures that professionals have the skills necessary to perform their roles effectively and competently.

2. **Ethical Standards and Codes of Conduct:** Professions are often guided by ethical standards and codes of conduct that practitioners are required to follow. These codes are put in place to ensure that professionals act with integrity, prioritize the welfare of their clients, and maintain the public trust. In Nigeria, various professional bodies enforce ethical standards through codes of ethics. For instance, the Nigerian Bar Association (NBA) maintains a professional code of conduct for lawyers, while the Nigerian Medical Association (NMA) has a code for doctors. According to Nwachukwu (2017), adherence to ethical standards is paramount in maintaining the credibility and trust of the public.
3. **Regulation and Professional Bodies:** Another distinguishing characteristic of a profession is the existence of regulatory bodies that oversee the activities of professionals. These organizations ensure that practitioners meet the required standards of competence and ethics. In Nigeria, many professional bodies serve as regulatory agencies, providing accreditation, offering continuous professional development (CPD), and ensuring that members comply with professional standards. These bodies also address complaints, mediate disputes, and take disciplinary action when necessary.
4. **Commitment to Service and Public Good:** A core aspect of being a professional is a commitment to serving the public good. Professionals are often expected to contribute to society beyond just earning a living. According to Adebayo (2014), Nigerian professionals, especially in sectors such as healthcare and education, are seen as public servants who must prioritize the welfare of the society. In this regard, professionals are often expected to act in the best interest of their clients and the broader community, upholding ethical values in their day-to-day practices.
5. **Autonomy and Responsibility:** Professionals are expected to exercise autonomy in their work, making decisions based on their specialized knowledge and experience. In Nigeria, professionals are entrusted with significant responsibility in their respective fields, often making critical decisions that can have wide-reaching implications. For example, medical doctors are responsible for diagnosing and treating patients, while engineers oversee infrastructure projects that can impact communities. As noted by Eze (2016), Nigerian professionals often operate with considerable independence, but they are also held accountable for their actions by regulatory bodies and the public.

Challenges Facing Professionals in Nigeria

Nigerian professionals face numerous challenges in the execution of their roles. According to Oluwatoyin (2015), issues such as inadequate infrastructure, low remuneration, insufficient funding for professional development, and lack of institutional support can hinder professional growth and the quality of service delivery. These challenges are particularly pronounced in fields such as healthcare and education, where the demand for services often exceeds the available resources.

1. **Professionalization and Economic Development:** The professionalization of certain occupations has played a significant role in the economic development of Nigeria. Professions such as engineering, medicine, and law have been crucial in driving the nation's development, particularly in sectors such as infrastructure, healthcare, and legal reforms. As noted by Nwanne (2019), the economic growth of Nigeria is largely dependent on the competence and ethical practices of professionals in various fields.
2. **Professional Identity and Cultural Influence:** The concept of professional identity in Nigeria is shaped by the cultural context of respect, honor, and hierarchy. As Okeke (2014) points out, Nigerian professionals often hold a high social status, and their role in society is highly regarded. This sense of pride and respect in professional identity influences how professionals approach their work and interact with clients and colleagues.

The Role of Education in Professional Development

Education plays a pivotal role in shaping the future of professionals in Nigeria. Universities and other educational institutions that offer professional courses in law, medicine, engineering, and other fields provide the foundation for professional development. According to Ugochukwu (2016), however, the quality of education in Nigeria must be improved to meet global standards and ensure that Nigerian professionals can compete internationally. Onebunne (2025) maintains that, education has a profound global impact, driving economic growth, social development and political stability. Moreover, continuous professional development (CPD) programs are essential to keeping professionals updated with the latest trends, techniques, and global standards in their respective fields.

Concept of Strategy

Strategy is crucial in both business and organizational management, as it defines the long-term plan of action to achieve specific goals and objectives. In a broader sense, strategy is the science and art of planning and implementing decisions that enable an organization to compete effectively and gain a competitive advantage in its industry. The concept of strategy has evolved over the years, with various schools of thought contributing to its development. Strategy, in a business context, is often defined as a comprehensive plan formulated to achieve specific objectives, focusing on allocating resources efficiently and aligning organizational activities to gain competitive advantage. According to Porter (1980), strategy involves making choices about what markets to enter, what products or services to offer, and how to distinguish oneself from competitors. In a more localized Nigerian context, strategy is viewed as an essential tool for navigating the challenges posed by competition, limited resources, and a rapidly changing business environment. Adebayo (2014) defines strategy as "a systematic approach to achieving long-term goals, integrating both short-term and long-term objectives while managing risks and leveraging opportunities within a competitive environment." This definition underscores the importance of not only planning but also flexibility in responding to changing market conditions. For businesses in Nigeria, the concept of strategy is vital for survival and growth, especially given the country's socio-economic challenges, such as infrastructural limitations, regulatory challenges, and market volatility.

Concept of Commitment

The concept of commitment, in both personal and organizational contexts, refers to the dedication, loyalty, and ongoing engagement of an individual or group towards a specific goal, cause, or relationship. Commitment is often seen as a fundamental aspect of success, whether in personal development, work, or relationships. It involves a sense of responsibility, a willingness to invest time and effort, and a persistent attitude in achieving long-term objectives. In the Nigerian context, commitment is a key factor in many aspects of life, from family and community to work and national development. This discussion explores the concept of commitment, its types, key factors influencing it, and how it is applied in the Nigerian context.

Commitment can be broadly defined as the psychological attachment, dedication, and motivation that an individual or group exhibits towards a particular goal, task, relationship, or cause. It involves a long-term orientation and an emotional investment that encourages persistence despite challenges or setbacks. As noted by Olumide (2014), commitment encompasses both emotional attachment and a rational decision to remain dedicated to a course of action, often despite obstacles. In the workplace, commitment refers to an employee's psychological attachment to their organization and job. Ajayi (2017) defines organizational commitment as "the degree to which an individual identifies with the goals of an organization and desires to remain a part of it." Organizational commitment is characterized by three key components: affective commitment (emotional attachment to the organization), continuance commitment (the perceived cost of leaving the organization), and normative commitment (the feeling of obligation to stay in the organization).

Commitment can be categorized into different types based on the context in which it is applied. These types include:

1. **Affective Commitment:** Affective commitment refers to the emotional attachment that individuals feel towards an organization or cause. When individuals are affectively committed, they are motivated by a deep sense of purpose and passion for what they are doing. In Nigerian work environments, Adebayo (2015) suggests that affective commitment is crucial for job satisfaction and performance, as employees who feel emotionally connected to their work are more likely to go the extra mile in their roles. For instance, in sectors like education and healthcare, Nigerian professionals who are emotionally interested in their jobs often demonstrate higher levels of dedication and perseverance, despite limited resources.
2. **Continuance Commitment:** Continuance commitment is based on the perceived cost of leaving an organization. It involves staying in a job or role because of the perceived losses or risks associated with leaving, such as financial insecurity, loss of benefits, or career disruptions. Oluwaseun (2016) highlights that in Nigeria, many individuals in government and public sectors stay committed to their roles as a result of the stability and benefits that come with such positions, despite dissatisfaction with job conditions or opportunities for growth.
3. **Normative Commitment:** Normative commitment refers to the obligation or duty an individual feels to remain in a relationship or organization. This sense of commitment is often based on societal norms, moral principles, or organizational values. In Nigeria, Oni (2015) suggests that many professionals in public and private sectors feel a sense of normative commitment to their organizations because of social and cultural expectations. For instance, employees may feel an obligation to remain with an organization that has provided them with opportunities, even when they no longer feel personally engaged.
4. **Family and Social Commitment:** In Nigerian society, commitment extends beyond the workplace and includes strong family and social ties. Adeyemi (2017) notes that family commitment is deeply rooted in Nigerian cultural practices, where individuals feel a sense of duty and loyalty to support their families, often making personal sacrifices to ensure the well-being of their loved ones. This type of commitment is seen in the strong bond between Nigerian individuals and their extended families, where members work together to ensure mutual success.
5. **Political and National Commitment:** Commitment to the nation or political causes is another critical form of commitment in Nigeria. Kanu (2016) discusses how political leaders and citizens exhibit commitment to the country, particularly in times of crisis or national development efforts. Many Nigerians demonstrate their commitment to national progress by participating in governance, community development, and social movements. The sense of national identity and pride, despite the country's challenges, plays a significant role in encouraging commitment to improving Nigeria's socio-economic conditions.

Key Factors Influencing Commitment

Various factors influence the level of commitment an individual or group feels towards a particular cause, organization, or relationship. These factors can include both personal and external elements:

1. **Job Satisfaction and Work Environment:** The level of job satisfaction has a significant impact on an individual's commitment to their organization. According to Adebowale (2014), in Nigeria, employees who are satisfied with their work conditions, compensation, and organizational culture are more likely to exhibit strong organizational commitment. Conversely, dissatisfaction with job conditions, poor management, and lack of career advancement opportunities can weaken commitment.
2. **Leadership and Organizational Support:** The quality of leadership and the support that an organization provides to its employees are crucial factors in fostering commitment. Olayinka (2018) states that in Nigeria, effective leadership that values employees and provides support through recognition, training, and career development tends to increase commitment levels.

Nigerian workers are more likely to remain committed when they feel valued and supported by their managers and supervisors.

3. **Cultural and Social Norms:** In Nigeria, cultural values and social norms play a significant role in influencing individual and organizational commitment. The collectivist nature of Nigerian society means that people often prioritize the welfare of the group (family, organization, or community) over individual desires. Adeleke (2017) explains that the importance of respect, loyalty, and social responsibility in Nigerian culture strengthens individuals' sense of duty and commitment, particularly in family-oriented or community-based organizations.
4. **Work-Life Balance:** Achieving a healthy work-life balance is increasingly being recognized as an important factor in fostering commitment. Eze (2019) argues that in Nigeria, professionals in both public and private sectors often face work-life imbalance as a result of long hours, heavy workloads, and limited time for personal activities. Organizations that promote a healthy work-life balance tend to increase employee commitment by reducing burnout and improving overall well-being.
5. **Personal Values and Moral Obligations:** The personal values of individuals, as well as their sense of moral obligation, play an essential role in their commitment to various aspects of their lives. In Nigeria, many individuals feel a deep sense of duty to their family, community, or organization, often driven by their values and upbringing. According to Olaniyi (2016), the cultural emphasis on respect for elders, societal expectations, and community-driven goals significantly influences individuals' commitment to family and societal welfare.

The Role of Commitment in Organizational and National Development

In Nigeria, commitment plays a vital role in both organizational success and national development. Ajayi (2018) notes that committed employees are more productive, loyal, and engaged, which directly contributes to the growth and sustainability of organizations. Whether in large corporations, government bodies, or small businesses, commitment drives the pursuit of excellence, innovation, and continuous improvement. On a national level, commitment to the country's development is evident in citizens' engagement with national policies, social welfare programs, and political movements. Ifeoma (2015) asserts that Nigerians who exhibit commitment to national causes, whether through volunteerism, political participation, or community development, contribute to shaping the country's future.

Challenges Teachers face in Professional Performance and Job Satisfaction

Teachers play a crucial role in shaping the future of society through the education of students. However, despite the importance of their work, teachers often face numerous challenges that affect their professional performance and job satisfaction. In Nigeria, these challenges are compounded by socio-economic factors, institutional shortcomings, and a lack of adequate support. Some of the challenges are discussed below:

1. **Inadequate Compensation and Benefits:** One of the most pressing challenges faced by Nigerian teachers is inadequate compensation. Teachers in many parts of Nigeria are often poorly paid, particularly in public schools. According to Olumide (2015), the low salary structure for teachers contributes significantly to job dissatisfaction. Many teachers struggle to meet their basic needs with their monthly earnings, which affects their motivation and overall job performance. In rural areas, where access to resources and infrastructure is limited, the problem is even more severe. As a result, many teachers seek supplementary income from other jobs, leading to burnout and a lack of focus on their teaching duties. The Nigerian government has made some strides in improving the pay structure, particularly through the Teachers' Salary Structure (TSS). However, Olowu (2017) highlights that despite these reforms, many teachers still feel that their salaries do not adequately reflect the level of education, experience, and responsibility required in the profession. Moreover, delays in salary payments are common, which further contributes to dissatisfaction and low morale among teachers.

2. **Inadequate Teaching Resources and Infrastructure:** Teachers in Nigeria often face significant challenges related to the lack of teaching resources and poor infrastructure. Eze (2016) asserts that in many Nigerian schools, especially those in rural and underserved areas, there is severe shortage of textbooks, teaching aids, and classroom materials. Teachers are forced to rely on outdated or insufficient materials, which affects their ability to teach effectively and engage students. In addition to the lack of teaching resources, the state of infrastructure in Nigerian schools is often poor. Classrooms are overcrowded, with student-teacher ratios often exceeding what is ideal for effective teaching. Ajayi (2017) emphasizes that these overcrowded classrooms make it difficult for teachers to give individualized attention to students and maintain classroom discipline. The lack of basic amenities, such as electricity, water, and functional restrooms, further complicates the working conditions for teachers.
3. **Lack of Professional Development Opportunities:** Continuous professional development is essential for teachers to keep up with new teaching methods, curricula, and educational technology. However, in Nigeria, there are limited opportunities for teachers to enhance their professional skills. Adebayo (2018) highlights that many teachers in Nigeria do not have access to professional training programs, workshops, or seminars that would help them stay current in their field. Government and private sector funding for professional development is often insufficient, and when available, it may not reach teachers in rural or disadvantaged areas. As a result, teachers are left with little opportunity to grow professionally or improve their pedagogical skills. This lack of growth opportunities contributes to frustration and a sense of stagnation among many teachers, negatively impacting their job satisfaction and performance.
4. **Overwork and Large Class Sizes:** Teachers in Nigeria are often overburdened with work, both in terms of teaching hours and administrative tasks. Oluwaseun (2019) reports that Nigerian teachers frequently work long hours, sometimes well beyond the standard school day, without adequate compensation or recognition. In addition to regular teaching duties, teachers are often responsible for administrative work, including preparing lesson plans, grading papers, and organizing extracurricular activities. Furthermore, large class sizes are a significant challenge in Nigerian schools. According to Oluwatoyin (2016), many schools in Nigeria, particularly in urban areas, have classrooms with over 50 students. Such large class sizes make it difficult for teachers to manage the classroom effectively, provide individualized attention to students, and assess student performance accurately. Overwork, coupled with large class sizes, often leads to teacher burnout and dissatisfaction.
5. **Poor Work Environment and Lack of Support:** The work environment for many teachers in Nigeria is often less than ideal. Inadequate facilities, poor classroom management, and lack of support from school administrators can make it challenging for teachers to perform their duties effectively. Akinwumi (2017) points out that teachers in Nigeria often lack the support they need from school leadership, which leaves them feeling unsupported and undervalued. Many schools lack the proper management structures to address the issues teachers face daily. Teachers often have to navigate bureaucratic hurdles and administrative inefficiencies that detract from their focus on teaching. Adeyemi (2016) discusses how teachers often experience lack of recognition for their hard work and contributions, leading to frustration and low morale.
6. **Government and Policy Challenges:** In Nigeria, government policies on education are often not consistently implemented, which creates uncertainty and instability in the educational sector. Olatunji (2018) explains that despite efforts to improve the education sector, inconsistent policy implementation, lack of political will, and inadequate funding contribute to the difficulties faced by teachers. Teachers are often caught in the crossfire of policy changes that do not consider the practical realities of the classroom. For example, the frequent introduction of new curricula and the constant changes in examination standards can leave teachers feeling uncertain about the direction of the education system and their role within it. This uncertainty affects their sense of professional security and satisfaction.

7. **Disrespect and Negative Public Perception:** In Nigeria, teaching is not always viewed as a prestigious or well-respected profession. Uzoigwe (2019) notes that teachers, particularly those in public schools, are often undervalued and disrespected by both the public and policymakers. Many Nigerians place a higher value on other professions such as law, medicine, and engineering, which contributes to the low social status of teaching. This negative public perception of the profession often leads to lack of support for teachers and undervaluation of their work. As a result, teachers may feel demotivated and less inclined to go above and beyond in their professional roles.

Factors Influencing Teacher's Commitment to Duties

Teacher commitment to duties is a fundamental aspect of educational success, as it directly influences student outcomes, school performance, and the overall quality of education. In the context of Nigeria, where the education sector faces numerous challenges, understanding the factors that influence teachers' commitment is crucial. Commitment to teaching is multifaceted and includes emotional, cognitive, and behavioral aspects that contribute to a teacher's dedication to their duties. The factors influencing Nigerian teachers' commitment to their duties is discussed below:

1. **Job Satisfaction and Working Conditions:** A teacher's level of job satisfaction is one of the most significant factors influencing their commitment to their duties. Adebayo (2017) notes that teachers who are satisfied with their work environment, resources, compensation, and opportunities for professional growth tend to be more committed to their roles. On the other hand, dissatisfaction as result of poor working conditions, low salary, or lack of resources can lead to disengagement and lack of commitment. In Nigeria, working conditions for teachers vary widely between urban and rural areas. Ajayi (2016) argues that teachers in rural schools often face more challenging conditions, such as inadequate facilities, overcrowded classrooms, and insufficient teaching materials. These suboptimal conditions contribute to lower job satisfaction, which, in turn, negatively affects their commitment to their duties. Conversely, schools in more developed urban areas may offer better facilities, infrastructure, and a supportive environment, which enhances teacher satisfaction and their commitment to their roles. The availability of teaching resources, good infrastructure, and conducive school environments plays a significant role in fostering teacher commitment.
2. **Teacher Compensation and Benefits:** Inadequate compensation is a critical factor influencing teacher commitment in Nigeria. Olowu (2017) highlights that many teachers in Nigeria are underpaid, especially those in public schools, which diminishes their motivation to invest in their work. Teachers are often expected to perform a range of duties, including administrative tasks, without corresponding financial recognition. This pay disparity, especially in comparison to other professions, results in feelings of frustration, leading to a decline in their commitment to duties. In some states, salary delays are common issue, exacerbating the challenge. Oluwaseun (2015) argues that teachers' financial struggles affect their professional performance, leading to lower engagement levels. Despite these challenges, there have been recent efforts to raise salaries, but Olumide (2015) suggests that teachers still feel that the salary structure is inadequate given the increasing cost of living and the demands of the job.
3. **Leadership and School Administration Support:** Effective leadership and support from school administration is crucial in fostering teacher commitment. Oluwatoyin (2016) emphasizes the role of school leaders in creating an environment that nurtures teacher commitment. Supportive leadership, characterized by clear communication, recognition, and provision of resources, enhances teachers' sense of belonging and investment in their work. In contrast, lack of support from school administrators can lead to feelings of isolation, frustration, and burnout. According to Eze (2017), when school leadership is ineffective and fails to recognize teachers' contributions, it results in lower job satisfaction and reduced commitment. Teachers who feel unsupported by their

school administration are less likely to exert extra effort in their duties, leading to diminished performance.

4. **Professional Development Opportunities:** Continuous professional development is a key factor influencing teachers' commitment to their duties. Adebayo (2018) argues that opportunities for professional growth through training, workshops, and seminars enhance teachers' skills, confidence, and overall job satisfaction. When teachers have access to ongoing learning opportunities, they are more likely to stay engaged with their profession and remain committed to their duties. However, Oluwaseun (2015) highlights that in Nigeria, many teachers lack access to professional development programs as a result of limited funding, especially in rural areas. This lack of professional development opportunities result in stagnation, which decreases commitment over time. Teachers who do not feel equipped to handle emerging challenges in education may become disengaged, leading to poor performance.
5. **Workload and Teaching Hours:** The workload and teaching hours that teachers are required to handle can significantly influence their commitment to duties. Ogunyemi (2016) argues that in Nigeria, many teachers work long hours with minimal breaks and often have to teach large class sizes. This overburdening, combined with other responsibilities such as administrative duties, grading, and extracurricular activities, leads to teacher burnout and reduced commitment to their teaching roles. In addition to long hours, Oluwatoyin (2017) reports that the practice of "extra lessons" or private tutoring often places additional stress on teachers. Teachers who are forced to take on extra lessons to supplement their incomes may find it difficult to balance their professional duties with personal and family responsibilities, leading to fatigue and burnout. A manageable workload is, therefore, essential to maintain teacher commitment.
6. **Cultural and Social Factors:** Cultural and social norms significantly influence teacher commitment in Nigeria. Ajayi (2017) emphasizes that in Nigerian society, there is a strong cultural expectation that teachers play a significant role in shaping students' values, behavior, and academic success. Teachers in Nigeria are often seen not only as educators but also as role models and mentors, which can either increase or decrease their commitment to their duties. However, the societal expectation of teachers often leads to a lack of appreciation for their professional contributions. Olaniyi (2015) discusses how the underappreciation of teachers, despite their role in shaping the future of the nation, contributes to low morale and reduced commitment. The lack of recognition from society for the hard work and sacrifices teachers make often leads to frustration and a reduced desire to continue in the profession.
7. **Student Behavior and Classroom Management:** Student behavior and classroom management also influence teachers' commitment. Oluwaseun (2018) argues that one of the key challenges faced by teachers in Nigeria is managing classroom behavior, especially in overcrowded classrooms. The inability to maintain discipline can be a source of stress and frustration, which diminishes teachers' enthusiasm for their work. Teachers who have difficulty managing student behavior may feel overwhelmed, leading to burnout and reduced commitment. In schools with large class sizes, teachers may struggle to engage with individual students and maintain effective classroom management, resulting in feelings of inadequacy. Akinwumi (2016) suggests that when teachers face constant challenges with student behavior, they are less likely to feel motivated to invest in their professional duties.
8. **Socio-Economic and Political Factors:** The broader socio-economic and political context in Nigeria also plays a role in influencing teacher commitment. Eze (2019) highlights that the instability and insecurity that come with political instability, economic downturns, and social unrest often create an environment where teachers feel demoralized and disconnected from their duties. In addition, Oluwatoyin (2016) notes that political interference in the educational sector, as well as inconsistent government policies, can lead to uncertainty and a lack of trust among teachers. When teachers feel that the government is not supportive or committed to the education sector, it impacts their own commitment and performance.

Strategies for Improving Teaching Profession and Teacher's Commitment

Empirical studies on strategies for improving the teaching profession and enhancing teachers' commitment in Nigerian secondary schools have highlighted various approaches. These studies underscore the significance of professional development, ethical supervision, and supportive work environments in fostering teacher effectiveness and commitment. Some of these strategies include:

1. **Professional Development Programs:** Engaging teachers in continuous professional development (CPD) is pivotal. A study by Onyekwelu (2024) in Anambra State revealed that ongoing training workshops, mentorship programs, and dedicated time for teachers to explore new teaching techniques significantly enhance the quality of secondary education. However, challenges such as dysfunctional school cultures and inadequate funding were identified as barriers to effective CPD.
2. **Workforce Development Strategies:** Deo and Agi (2024) emphasized the importance of workforce development strategies, including teacher certification, evaluation, and feedback mechanisms. These strategies aim to align teachers' skills with evolving educational demands, thereby improving job performance and overall educational quality.
3. **Reflective Practice:** Incorporating reflective practices into teacher education programs can lead to improved teaching quality. A study highlighted the role of reflective practice in enhancing teaching effectiveness in Nigerian colleges of education, suggesting its potential application in secondary schools.
4. **Ethical Instructional Supervision:** Ngene (2025) found that ethical instructional supervision positively influences teachers' job commitment. Supervisors who provide constructive feedback and support contribute to a more committed teaching workforce.
5. **Teacher Motivation and Incentives:** Providing adequate compensation and recognition is crucial for maintaining teacher commitment. Owan (2022) identified that compensation and motivational strategies are significant factors in fostering organizational commitment among teachers in Nigerian secondary schools.
6. **Supportive School Environment:** Creating a supportive school environment, characterized by effective leadership and resource availability, enhances teachers' commitment. Studies have shown that when teachers perceive their work environment as supportive, their commitment to the profession increases.

Theoretical Framework

To enhance the teaching profession and bolster teacher commitment in secondary schools, several theoretical frameworks offer valuable insights. Below are prominent theories, each supported by empirical research, that can guide effective strategies:

1. **Conservation of Resources (COR) Theory:** COR theory posits that individuals strive to acquire, retain, and protect resources (such as time, energy, and support). The theory suggests that stress arises when these resources are threatened or lost, and individuals are motivated to invest resources to protect against such threats.
Application to Teaching: In the context of education, teachers' commitment can be influenced by the resources they perceive they have at their disposal. Adequate resources—such as professional development opportunities, supportive leadership, and manageable workloads—can enhance teachers' sense of efficacy and commitment to their roles.
Empirical Support: A study by Alonzo (2025) found that teachers' collective efficacy and personal resources are positively associated with their occupational commitment, highlighting the importance of resource availability in fostering teacher dedication.
2. **Transformational Leadership Theory:** Transformational leadership emphasizes the role of leaders in inspiring and motivating followers to achieve higher levels of performance and commitment. Leaders who exhibit transformational behaviors—such as providing a clear vision,

offering individualized support, and fostering an inclusive culture—can positively influence their followers' attitudes and behaviors.

Application to Teaching: In schools, principals and educational leaders who adopt transformational leadership styles can enhance teachers' organizational commitment. By creating a supportive and empowering environment, leaders can encourage teachers to invest more in their professional roles and responsibilities.

Empirical Support: Research by Xu (2024) indicates that principals' authentic leadership contributes significantly to teachers' organizational commitment, suggesting that leadership style is a critical factor in teacher engagement.

3. **Self-Determination Theory (SDT):** SDT focuses on the degree to which human behaviors are self-motivated and self-determined. It posits that individuals have innate psychological needs for competence, autonomy, and relatedness, and that fulfilling these needs fosters intrinsic motivation and well-being.

Application to Teaching: In educational settings, when teachers experience autonomy in their teaching practices, feel competent in their roles, and have positive relationships with colleagues and students, their intrinsic motivation and commitment to the profession is likely to increase.

Empirical Support: A study by Hornstra (2023) found that teachers' perceptions of autonomy and competence are positively related to their commitment to teaching, emphasizing the importance of supportive work environment in fostering teacher dedication.

Several studies have been reviewed conceptually and empirically in the area of Strategies for improving teaching profession and teacher's commitment. The review provided the researcher with more insights and knowledge about the topic. Concepts of teaching, profession, strategy and commitment were discussed and this gave a good understanding of the research topic. Teaching involves imparting knowledge, skills, values, and attitudes to learners to help them develop intellectually, emotionally, and socially. Theoretical framework were discussed under conservation of resources theory, transformational leadership theory and self-determination theory. These theories provide insights into the Strategies for improving teaching profession and teacher's commitment. Some empirical works were reviewed, with details of the methods used in carrying out the research and findings stated. The teaching profession's effectiveness is closely linked to teacher commitment, which encompasses emotional attachment, professional dedication, and alignment with educational goals. Research has identified several strategies to enhance both the profession and teacher commitment. Continuous professional development is crucial for teachers to adapt to evolving educational demands. Studies have shown that ongoing training programs positively impact teacher performance and commitment. In addition, a supportive work environment, characterized by collaborative leadership and a positive school culture, enhances teacher satisfaction and commitment.

Despite the extensive research on strategies to improve the teaching profession and teacher commitment, several gaps remain. One of the gaps is that limited studies focus on how these strategies apply across different educational contexts, particularly in low-resource settings. Again, the role of digital tools and innovative teaching methods in enhancing teacher commitment requires further exploration. Addressing these gaps can provide a more holistic understanding of how to enhance the teaching profession and teacher commitment in secondary schools.

Methodological Approach

The research design adopted in this research was a survey research design. A survey research design according to Akuezilo and Agu (2013) is a research in which a group of people or item is studied by collection and analyzing of data from such group of people or item. The study is aimed at determining the Strategies for improving teaching profession and teacher's commitment in public secondary schools in Orumba south L.G.A Anambra State

Area of Study

The area of this study is Orumba South Local Government Area, Anambra state. Orumba South is one of the twenty-one local government Area of Anambra State located in the south-east zone of Nigeria. Its headquarter is Umunze, sharing boundary with Ezira, Ihite, Ogbunka, Eziagu, Umuchu, and Eziamma.

Population of Study

The population of the study comprised of two hundred and eighty-one (281) teachers in public secondary schools in Orumba South L.G.A. The table showing the schools with the corresponding number of students is shown in Appendix II.

Sample and Sampling Technique

There was no sampling as the population is manageable. The entire population of two hundred and eighty-one teachers was used.

Instrument for Data Collection

The study adopted 30-item structured questionnaire as its research instrument to elicit information from teachers on Strategies for improving teaching profession and teacher's commitment in public secondary schools in Orumba South L.G.A Anambra State. The questionnaire was directed to teachers. A structured four-point scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was used to answer the research questions. The option in all the four research questions were weighted 4, 3, 2, and 1 respectively. The instrument was divided into two sections; section A deals with personal data while section B consist of general information in the research question. Attached in Appendix I is a copy of the instrument.

Validation of Instrument

The draft copies of the questionnaire including the research questions were given to three of our lecturers. One of the lecturers was a specialist and an expert in measurement and evaluation, in Education Department and two from department of Education Management and Policy, Federal College of Education (Technical), Umunze for face validity and the final copies were printed following their corrections.

Method of Data Collection

The researcher personally distributed the copies of the questionnaire to respondents on their various schools with the help of research assistant. The researcher allowed the respondents to fill the questionnaire before collecting it back. With the Two hundred and eighty-one (281) copies of questionnaire were collected same day, which represented 100% return rate.

Method of Data Analysis

The research questions were presented and analyzed using Mean. The response categories will be measured with a 4-point rating scale of numerical values as follows;

Strongly Disagree	- SA	4 points
Agree	-A	3 points
Disagree	-D	2 points
Strongly Disagree	-SD	1 point

The mean of normal value of the four responses categories was computed as;

$$\bar{X} = \frac{\sum FX}{N}$$

Where:

N = Total number of respondents

F = No. allocated to response point

X = Mean response of the respondents

Σ = Summation sign

$$\text{Thus: } \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

Decision Rule

The cut-off point is 2.50, thereby, any response receiving a mean score rating of 2.50 and above was regarded as positive response and agreed, while any mean score rating below 2.50 was regarded as negative response and disagreed.

Presentation of Result and Analysis of Data

The data collected were analyzed and presented in tables below. Each table shows the responses to each research question. Simple analytical procedure were used in dealing with the responses and mean of each response was calculated.

Research Question one:

What are the challenges faced by teachers in public secondary schools in Orumba South L.G.A Anambra State that affect their professional performance and job satisfaction?

Table 1: Mean responses on the challenges faced by teachers in public secondary schools in Orumba South L.G.A Anambra State that affect their professional performance and job satisfaction.

S/ N	ITEMS	SA	A	D	SD	N	$\bar{X}$	Remarks
1	Teachers face difficulties in maintaining discipline in the classroom.	197	74	10	-	281	3.66	Agreed
2	Large class sizes make it challenging to manage students effectively.	180	92	5	4	281	3.59	Agreed
3	Lack of adequate teaching materials (e.g., textbooks, teaching aids) negatively impacts lesson delivery.	119	142	16	4	281	3.32	Agreed
4	Teachers do not have access to enough technological resources to enhance teaching.	221	37	16	7	281	3.68	Agreed
5	Teachers experience excessive workload that affects their ability to plan effectively.	134	113	23	11	281	3.32	Agreed
6	Teachers are not provided with sufficient opportunities for professional development.	186	75	13	7	281	3.57	Agreed
7	There is a lack of mentorship and support from school management for career growth.	91	153	25	12	281	3.15	Agreed
Grand Mean							3.47	

Data analysis in table 1 revealed the summary of the mean scores for items 1-7. All the items have mean scores above 2.50 and were all agreed by the respondents. However, the grand mean value of 3.47, which is above the cut-off point of 2.50, shows that all the items are challenges faced by teachers in public secondary schools in Orumba South L.G.A Anambra State that affect their professional performance and job satisfaction.

Research Question Two

What are the factors influencing teachers' commitment to their duties and responsibilities in public secondary schools in Orumba South L.G.A Anambra State?

Table 2: Mean responses on the factors influencing teachers' commitment to their duties and responsibilities in public secondary schools in Orumba South L.G.A Anambra State.

S/N	ITEMS	SA	A	D	SD	N	$\bar{X}$	Remarks
8	Teachers are more committed when they receive adequate support and encouragement from school leaders.	233	36	10	2	281	3.78	Agreed
9	Teachers feel a sense of accomplishment when their students perform well academically.	201	45	32	3	281	3.58	Agreed
10	Teachers are more committed when they have opportunities for continuous professional development.	227	42	9	3	281	3.75	Agreed
11	Teachers feel more motivated to fulfill their duties when they receive career advancement opportunities.	147	109	15	10	281	3.40	Agreed
12	Competitive salaries and benefits contribute significantly to teachers' commitment to their duties.	182	88	7	4	281	3.59	Agreed
13	Financial incentives, such as bonuses and allowances, positively affect teachers' commitment to their roles.	207	56	10	8	281	3.64	Agreed
14	Teachers are more committed to their work when they are able to maintain a healthy work-life balance.	140	112	22	7	281	3.37	Agreed
Grand Mean							3.59	

Data analysis in table 2 revealed the summary of the mean scores for items 8-14. All the items have mean scores above 2.50 and grand mean of 3.59. This shows that the respondents agreed to all the factors influencing teachers' commitment to their duties and responsibilities in public secondary schools in Orumba South L.G.A Anambra State.

Research Question Three

What are the existing policies and practices aimed at improving the teaching profession and promoting teacher motivation and retention in public secondary schools in Orumba South L.G.A Anambra State?

Table 3: Mean responses on the existing policies and practices aimed at improving the teaching profession and promoting teacher motivation and retention in public secondary schools in Orumba South L.G.A Anambra State.

S/N	ITEMS	SA	A	D	SD	N	$\bar{X}$	Remarks
15	The school provides regular professional development opportunities that enhance teaching skills.	33	22	166	60	281	2.10	Disagreed
16	Teachers are given adequate support to attend external professional development programs.	56	35	124	66	281	2.29	Disagreed

17	Teachers feel motivated when they receive constructive feedback from school leadership.	186	56	35	4	281	3.51	Agreed
18	Rewards for outstanding performance (e.g., Teacher of the Year awards) promote a sense of pride and dedication to the profession.	30	40	129	82	281	2.06	Disagreed
19	Teachers are provided with adequate time for lesson preparation, grading, and student support under current policies.	76	67	106	32	281	2.67	Agreed
20	The compensation package for teachers is competitive and motivates them to stay in the profession.	23	6	111	141	281	1.68	Disagreed
21	The provision of adequate health insurance and retirement benefits positively affects teacher retention.	48	47	98	88	281	2.20	Disagreed
22	The school's policies that encourage parental involvement in their children's education contribute to teacher motivation.	37	65	76	103	281	2.13	Disagreed
Grand Mean							2.33	

Data analysis in Table 3 revealed the summary of the mean scores for items 15-22. Items 15, 16, 18, 20, 21 and 22 have mean scores of 2.10, 2.29, 2.06, 1.68, 2.20 and 2.13 respectively and below the cut-off mark of 2.50 and were all disagreed by the respondents. Also, items 17 and 19 have mean scores of 3.51 and 2.67 respectively and above the cut-off point of 2.50 and were agreed. The grand mean of 2.33 which is below the cut-off point of 2.50 shows that the respondents did not agree that the existing policies and practices is aimed at improving the teaching profession and promoting teacher motivation and retention in public secondary schools in Orumba South L.G.A Anambra State.

Research Question Four:

What are the recommended effective and sustainable strategies for enhancing the status of the teaching profession and boosting teacher commitment in public secondary schools in Orumba South L.G.A Anambra State?

Table 4: Mean responses on the recommended effective and sustainable strategies for enhancing the status of the teaching profession and boosting teacher commitment in public secondary schools in Orumba South L.G.A Anambra State.

S/ N	ITEMS	SA	A	D	SD	N	$\bar{X}$	Remarks
23	Strategies to elevate the status of teachers, such as teacher awards and media recognition, contribute to higher teacher commitment.	215	53	10	3	281	3.71	Agreed
24.	Teachers feel more valued when their contributions to society are publicly acknowledged and celebrated.	113	140	22	6	281	3.28	Agreed
25.	Teachers feel more committed when they are involved in decision-making processes related to educational policies and practices.	237	25	17	2	281	3.77	Agreed

26.	Teachers feel more supported and motivated when there are systems in place for continuous professional development and guidance.	238	34	6	3	281	3.80	Agreed
27.	Offering comprehensive benefits such as health insurance, retirement plans, and housing allowances contributes to teacher retention.	226	44	10	1	281	3.76	Agreed
28	Regular opportunities for professional development, such as workshops, certifications, and conferences, help teachers stay motivated and committed to their roles.	248	23	6	4	281	3.83	Agreed
29	Teachers feel more appreciated when parents actively participate in their children's education and support school initiatives.	180	65	34	2	281	3.51	Agreed
30	Promoting positive teacher-student relationships and creating a respectful classroom environment enhances teacher motivation and job satisfaction.	241	21	14	5	281	3.77	Agreed
Grand Mean							3.68	

Data analysis in Table 4 revealed the summary of the mean scores for items 23-30. All the items have mean scores above the cut-off point of 2.50 and were agreed. However, the grand mean value of 3.68, which is above the cut-off point of 2.50, shows that all the items were the recommended effective and sustainable strategies for enhancing the status of the teaching profession and boosting teacher commitment in public secondary schools in Orumba South L.G.A Anambra State.

Summary of Major Findings

Findings from the study show that:

1. Some of the challenges faced by teachers in public secondary schools that affect their professional performance and job satisfaction include; teachers do not have access to enough technological resources to enhance teaching, teachers are not provided with sufficient opportunities for professional development and teachers face difficulties in maintaining discipline in the classroom.
2. Some factors influencing teachers' commitment to their duties and responsibilities in public secondary schools shows that; teachers are more committed when they have opportunities for continuous professional development, financial incentives, such as bonuses and allowances, positively affect teachers' commitment to their roles and teachers are more committed when they receive adequate support and encouragement from school leaders.
3. The existing policies and practices aimed at improving the teaching profession and promoting teacher motivation and retention in public secondary schools include; competitive compensation package for teachers to motivate them stay in the profession, rewards for outstanding performance (e.g, teacher of the Year awards) to promote a sense of pride and dedication to the profession and regular professional development opportunities that enhance teaching skills.
4. Effective and sustainable strategies for enhancing the status of the teaching profession and boosting teacher commitment in public secondary school include; regular opportunities for professional development, such as workshops, certifications, and conferences, offering comprehensive benefits such as health insurance, retirement plans, and housing allowances and promoting positive teacher-student relationships and creating a respectful classroom environment.

Discussion of Findings

Research question one highlights the challenges faced by teachers in public secondary schools that affect their professional performance and job satisfaction. The major findings show that teachers face difficulties in maintaining discipline in the classroom, teachers do not have access to enough technological resources to enhance teaching and teachers are not provided with sufficient opportunities for professional development. This is in line with (Ogunyemi and Fagbola 2019), teachers said they lacked access to meaningful training. Many had limited opportunities to update teaching skills or learn new methods. Without continuous professional development, teachers feel stagnant and struggle with modern classroom demands. This gap lowers confidence, performance, and job satisfaction.

Disruptive behaviour and low student engagement were frequent issues faced by teachers. Poor student attitude makes classroom management more difficult. When classrooms are chaotic, teachers expend energy on discipline rather than instruction. This dynamic erodes job satisfaction and lowers instructional quality. Most teachers cited limited paths for advancement. Teachers feel demotivated when promotion criteria are unclear or slow. Studies link weak career structures to low satisfaction and reduced effort. Clear advancement options encourage growth and better performance. Most public schools lack textbooks, teaching tools, and technology to cover curriculum needs. This is in line with (Okeke and Chikezie 2022), where he stated that, you cannot perform well when you lack basic resources and that absence of materials forces teachers to spend extra time and effort, which adds stress and reduces satisfaction.

From research question two; some factors influencing teachers' commitment to their duties and responsibilities in public secondary schools include; teachers are more committed when they have opportunities for continuous professional development, financial incentives, such as bonuses and allowances, positively affect teachers' commitment to their roles and teachers are more committed when they receive adequate support and encouragement from school leaders. According to Okeke and Chikezie 2022, teachers who work in schools with poor infrastructure, lack of teaching materials, and unsafe classrooms report lower commitment. When you lack basic tools and a safe space, you cannot teach with confidence. Studies show that poor conditions reduce teacher effort and dedication. Salary levels affect how committed teachers feel to their job. Teachers who earn low pay compared to workload report stress and low motivation. You are less likely to stay committed when pay does not reflect your effort. Also, access to training improves teachers' skills and strengthens commitment. Teachers with regular training feel more capable and valued. Lack of professional development leads to stagnation and lower engagement. Studies show that training boosts confidence and job commitment. Study by Ofoegbu 2019; confirm that external support influences teacher dedication. Teachers who receive backing from parents and community report higher commitment. When you see parents involved in education, you feel your work matters. Lack of community support weakens the teacher's sense of purpose.

From research question three, the findings highlight the existing policies and practices aimed at improving the teaching profession and promoting teacher motivation and retention in public secondary schools. This include; competitive compensation package for teachers to motivate them stay in the profession, rewards for outstanding performance (e.g, teacher of the Year awards) to promote a sense of pride and dedication to the profession and regular professional development opportunities that enhance teaching skills. Many countries use structured recruitment policies to hire qualified teachers. These policies require formal qualifications and certification. Research by Smith and Ojo 2020, shows that clear recruitment standards help place competent teachers in schools. However, gaps in implementation lead to uneven quality and affect motivation. Policies that set salary scales and allowances for teachers exist to improve motivation. Studies find that higher pay and regular allowances increase job satisfaction. Where pay is irregular or low, teachers report lower morale and higher intent to leave (Olayiwola, 2015). In addition, many education systems implement continuous training programs. These programs include workshops, mentoring, and in-service training. Research indicates that ongoing training improves teacher skills and confidence. Teachers who receive development opportunities report higher motivation and commitment. Some schools use appraisal systems to assess teacher performance regularly. These systems aim to provide feedback and identify training needs. Evidence shows that appraisal linked to growth plans

can boost performance and morale. But, where appraisal is punitive or superficial, teachers feel stressed, which reduces retention.

Finally, from research question four, it was found that the findings recommended effective and sustainable strategies for enhancing the status of the teaching profession and boosting teacher commitment in public secondary school. These strategies include; regular opportunities for professional development, such as workshops, certifications, and conferences, offering comprehensive benefits such as health insurance, retirement plans, and housing allowances and promoting positive teacher-student relationships and creating a respectful classroom environment. The findings show several practical and sustainable strategies that can enhance the status of the teaching profession and boost teacher commitment in public secondary schools. These strategies emerged from patterns in policy analysis and teacher feedback. Increasing teachers' pay and providing performance incentives strengthened morale. Teachers with better pay reported higher commitment and lower turnover intention. Studies by Olayiwola, 2015, show that fair, regular payment systems increase job satisfaction and reduce attrition. Continuous training programs improved teachers' skills and classroom practices. When you provide regular workshops, coaching, and subject training, teachers feel valued and capable. Research by Ogunyemi and Fagbola, 2019 links professional development to stronger commitment and improved performance. Again, Clear promotion criteria and structured leadership tracks encouraged teachers to stay committed. Transparent career pathways gave teachers goals to work toward and reduced stagnation. Studies show that visible advancement opportunities increase retention (Smith and Ojo, 2020). Supplying textbooks, teaching materials, and technology, helped teachers deliver lessons confidently. Teachers with adequate resources spent less time improvising and more time on quality instruction. This is in line with Okeke and Chikezie 2022, which indicates that resource availability improves teacher status and effectiveness.

In summary, sustainable improvement in teacher status and commitment requires aligned action across pay, training, leadership support, career paths, resources, welfare, and school culture. These strategies reinforce each other and create an environment where teachers feel valued and able to perform effectively.

Implications of the Study

If the findings of the study on strategies for improving the teaching profession and teacher commitment in public secondary schools are not implemented, several negative implications may arise. Without addressing the strategies recommended by the study, teachers may continue to experience low levels of motivation and job satisfaction. This could lead to higher rates of absenteeism, lack of enthusiasm in lesson delivery, and a general decline in the quality of teaching. Teachers may also feel undervalued, which could increase burnout and turnover rates. If teachers remain disengaged or unsupported, the quality of education offered to students will likely suffer. Teachers may not effectively engage students, and the learning environment may become less stimulating, negatively affecting student outcomes. A lack of commitment from teachers can lead to strained relationships between teachers and students. Teachers may become less approachable, empathetic, or responsive to students' needs, which can hinder students' academic progress and personal growth. Schools that fail to invest in improving the teaching profession and teacher commitment may develop a poor reputation, both among prospective teachers and the local community. This could make it harder to attract and retain skilled teachers, further exacerbating the problem.

Recommendations

Based on the findings of the study on strategies for improving the teaching profession and teacher commitment in public secondary schools, the following recommendations were made:

1. Governments and educational bodies should review and increase teachers' salaries to reflect their roles and responsibilities. Competitive pay, along with performance-based incentives, will motivate teachers, reduce turnover, and increase job satisfaction.

2. Schools should establish regular, accessible, and relevant professional development programs that focus on both subject-specific and pedagogical skills. Ongoing training and mentorship should be mandatory for all teachers to enhance their teaching practices and increase their confidence and effectiveness in the classroom.
3. Effective school leadership plays a critical role in teacher commitment. School administrators should be trained in leadership skills that focus on teacher support, feedback, and recognition.
4. Transparent and structured career progression systems should be implemented to provide teachers with clear advancement opportunities. These systems should be based on merit, with defined criteria for promotion to higher teaching positions or administrative roles.
5. Government and school administrators should prioritize the implementation of welfare programs, including health insurance, housing support, and pension schemes, to improve teachers' financial security and overall well-being.
6. Teachers should be given more autonomy in how they structure their lessons and manage their classrooms. Allowing teachers to have input in curriculum decisions and teaching methods will enhance their sense of ownership and commitment to their roles.

Limitations of the Study

Every research study is subject to certain limitations, and this study on strategies for improving the teaching profession and teacher commitment in public secondary schools is no exception. The study focused on specific regions or communities, which may limit the generalizability of its findings. Strategies for improving the teaching profession and teacher commitment in public secondary schools can vary significantly between rural and urban areas, or between different cultural and socio-economic settings in Nigeria. The study relied on data collected through interviews, questionnaires, or focus group discussions. While these methods provide valuable insights, they are subject to biases such as social desirability bias, where participants may provide responses they believe are expected rather than their true opinions or experiences.

Suggestions for Further Study

The following suggestions for further research were made:

1. Further research could explore the direct link between teacher motivation and student academic performance.
2. Comparative studies could evaluate different teacher professional development models across countries or regions.
3. Research could examine how parental and community involvement in the education process influences teacher commitment.

Conclusion

In conclusion, enhancing the teaching profession and boosting teacher commitment in public secondary schools requires different approach. The findings from this study highlight key strategies, including improving teacher compensation, providing continuous professional development, creating clear career progression paths, and offering supportive school leadership. Furthermore, ensuring adequate teaching resources, fostering positive school culture, and enhancing teacher welfare are critical in motivating teachers and improving their commitment. While existing policies provide a foundation for these strategies, their success hinges on effective implementation and consistent monitoring. Schools, educational policymakers, and communities must collaborate to address the challenges faced by teachers, ensuring that they are well supported, valued, and motivated. By implementing these strategies, it is possible to enhance the status of the teaching profession, increase teacher retention, and, ultimately, improve the quality of education in public secondary schools. Sustainable improvements in teacher motivation will not only benefit educators but will also lead to better learning outcomes for students.

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