



TEACHERS' REMUNERATION AS CORRELATE OF TEACHERS' JOB COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

By

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Abstract

The study examined teachers' remuneration as correlate of teachers' job commitment in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised 6598 teachers in 267 public secondary schools in the six Education Zones in Anambra State. A sample of 660 teachers was used for the study. Proportionate stratified random sampling technique was used. The instruments for data collection were a researcher-structured questionnaire titled: Teachers' Remuneration Questionnaire (TRQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments were face validated while the construct validation was ascertained using Principle Component Analysis Approach. The reliability of the instruments were determined using Cronbach Alpha Coefficient method which gave coefficient values of 0.87 for teachers' salary, 0.86 for teachers' allowance schemes, and 0.899 for teachers' job commitment. Pearson Product Moment Correlation Coefficient was used to answer the research questions and hypotheses. The study revealed that teachers' salary and teachers' allowance schemes have strong positive and significant correlation with teachers' job commitment in public secondary schools in Anambra State. Based on the findings, the study recommended that the government should review and improve teachers' salaries to ensure they are competitive to reflect the importance of the teaching profession.

Keywords: *Teacher Remuneration, Teacher Job Commitment, Payment of Salary, Allowance Scheme, Public Schools*

Introduction

Education is fundamental to the development of individuals and societies,

and the realization of their potentials. In Nigeria, as in many other countries, national and educational goals are deeply intertwined. Education undoubtedly serves



as a crucial tool for socialization, empowerment, and the advancement of human and material resources, facilitating civilization and civility. Agogbua and Umeozor (2025) noted that in today's rapidly changing global environment, the intersection of education, and sustainable development has become more important than ever. The importance of education in national development is immense, necessitating a focus on the quality of educational systems, operations, and management. The quality of education is largely determined by the level of teachers' job commitment.

Teachers' commitment is one of the most essential elements that could facilitate the effective teaching required to enhance the academic achievement of students. As such, teachers with high level of commitment could make a difference to teaching and learning in the school system (Uwaleke, et al., 2023). Teachers' commitment is regarded as a key concern in educational systems across the globe, because of its influence on students' outcomes and general school effectiveness (Firestone et al., 2013). It is also associated to establishing an effective learning atmosphere where students can improve their skills for higher achievement. Teaching cannot be conducted effectively without a passion for the profession. Highly committed teachers are passionate about

teaching (Mungunyu, 2018) and continually pursue professional development. Uwaleke et al. (2023) identified key factors that can enhance teachers' commitment, including passionate teaching, teacher motivation, and manageable teacher workloads. Considering these factors, the necessity for appropriate remuneration has become evident.

Remuneration has been defined in various ways. Remuneration refers to the total compensation an employee receives for their work, including wages, salaries, bonuses, and benefits (Altun, 2017). It is the payment or reward given to an individual for their services or employment, encompassing both direct and indirect financial benefits (Obiekwe, et al. 2019). Remuneration as Rosenhotz (2019) described are all forms of financial compensation provided to employees in exchange for their labor, including base pay, incentives, and fringe benefits. It is the financial return and other benefits an employee receives from an employer, which may include salary, wages, bonuses, and non-cash compensation (Mungunyu, 2018). Additionally, Firestone et al., (2013) defined remuneration as the financial return and other benefits an employee receives from an employer, which may include salary, wages, bonuses, and non-cash compensation (Idakwoji, 2019). In the context of this study, remuneration forms include; salary, and allowance schemes.



Salaries are usually received monthly or annually for a job done. Teachers' salary according to Harmis (2014) is the regular financial compensation that teachers receive for their work, typically paid on a monthly or annual basis. Maali, et al. (2020) also agreed that teachers' salary is the fixed amount of money paid to teachers by their employers in exchange for their teaching services and responsibilities. It encompasses the base pay that educators receive for their duties, excluding additional benefits or bonuses. Arain et al., (2014) also added that teachers' salary includes the basic monetary remuneration provided to teachers for their professional services within an educational institution.

Teachers' salaries play a crucial role in determining their level of commitment to their profession. Adequate and competitive salaries help ensure financial stability for teachers, which is essential for maintaining focus and dedication to their teaching responsibilities. When teachers feel fairly compensated for their work, they are more likely to exhibit higher job satisfaction and remain committed to their roles. Furthermore, competitive salaries help attract and retain talented educators, reducing turnover rates and promoting a stable learning environment for students. Conversely, Olayide (2014) argued that inadequate salaries can lead to financial stress, decreased job satisfaction, and higher

attrition rates, undermining teachers' commitment to their profession. Therefore, ensuring that teachers receive fair and sufficient compensation is vital for fostering a dedicated and motivated teaching workforce, ultimately benefiting the overall quality of education.

In line with teachers' salary is allowance schemes. Teachers' allowance schemes refer to additional financial benefits provided to teachers to cover specific expenses such as housing, transportation, or professional development (Adenyika, 2015). Also, teachers' allowance schemes are structured financial supplements given to teachers on top of their base salaries to support various job-related costs and needs (Ezema, 2013). It involves systematic payments made to teachers to compensate for extra duties, hardships, or specific work-related expenses. Teachers' allowance schemes include various forms of monetary benefits provided to teachers to enhance their overall compensation package and address specific financial needs (Maicibi, 2013).

Teachers' allowance schemes play a crucial role in fostering teachers' commitment by addressing their financial needs and reducing their economic burdens. Allowance schemes, such as housing and transportation allowances, provide financial relief that enables teachers to focus more on



their instructional duties and less on financial stress (Ayodele, 2014). This improved focus can lead to better teaching outcomes and increased job satisfaction. Soricelli (2023) added that allowance schemes encourage continuous learning and skill enhancement, which not only improves teaching quality but also makes teachers feel valued and invested in their career growth. When teachers see that their institution is willing to invest in their professional development, it fosters a sense of loyalty and commitment to the institution. Furthermore, Dessler (2013) noted that allowance schemes for extra duties or performance bonuses serve as recognition for teachers' additional efforts and achievements. This recognition boosts morale and motivates teachers to maintain high performance and dedication to their roles.

Considering the explanations on the importance of remuneration to teachers' job commitment, it is crucial that teachers receive adequate remuneration and opportunities in their field of work. This is essential in enhancing teachers' satisfaction, motivation, and professional growth, ultimately leading to improved educational outcomes. Unfortunately, in Nigeria, the reality often falls short of this ideal. Many teachers face inadequate salaries and limited access to professional development opportunities, which adversely affects their

commitment and effectiveness in the classroom (Ogunleye, 2019).

In Anambra State, the government has recruited 3,115 teachers into public primary and secondary schools, following the 2022 recruitment of 5,000 teachers by the Soludo administration (Cable Newspapers, p. 26, 2024). This recruitment aimed to address the teacher shortage. However, it is crucial to remember the concerns raised by the Universal Basic Education Commission (UBEC) regarding the declining number of teachers nationwide. UBEC Executive Secretary, Hamid Bobboyi, highlighted that inadequate remuneration is a key factor contributing to the shortage and poor job commitment among teachers (This day Newspaper, p.14, 2022). Thus, simply recruiting more teachers may not be enough to ensure their retention or improve students' academic performance in external exams, as commitment remains an issue. The question arises: with Anambra State's recent recruitment, how long will these teachers remain considering the fact they are not well remunerated?

The Universal Basic Education Commission (UBEC) noted that inadequate remuneration contributes significantly to teacher shortage and low commitment levels. This shortcoming cast doubt on whether the newly recruited teachers will



remain motivated over time. Ohamobi et al. (2024) noted that the issue of teachers' non commitment in their job seems to have been a source of worry not only to principals', but to the society at large and needs to be addressed to ensure the attainment of school set goals and development of the society. Remuneration is critical and unless addressed with utmost urgency it can further degenerate to collapse of educational system. Despite these documented challenges, existing literature often focused on remuneration without exploring their combined effect on teachers' job commitment in public secondary schools. This problem underscores the need for comprehensive research to examine how these factors interact to influence teacher commitment. Therefore, this study sought to examine teachers' remuneration as correlate of teachers' job commitment in public secondary schools in Anambra State.

Research Questions

The study was guided by the following research questions.

1. What is the correlation between teachers' salary and teachers' commitment in public secondary schools in Anambra State?
2. What is the correlation between teachers' allowance schemes and

teachers' commitment in public secondary schools in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. Teachers' salary has no significant correlation with teachers' commitment in public secondary schools in Anambra State.
2. Teachers' allowance schemes have no significant correlation with teachers' commitment in public secondary schools in Anambra State.

Method

The study adopted correlational research design. The study was carried out in Anambra State. The population of the study comprised 6,598 teachers in the 267 public secondary schools from the six Education Zones in Anambra State. The sample size of the study was 660 teachers. These selected teachers represented 10% of total number of teachers in public secondary schools in Anambra State. Proportionate stratified random sampling technique was used to select 10% of teachers in the 267 public secondary schools in Anambra State. The instruments for data collection were Teachers' Remuneration Questionnaire (TRQ) and Teachers' Job Commitment Questionnaire (TJCQ). The instruments



were divided into section A and B. Section 'A' which has two clusters sought information on teachers' salary and teachers' allowance schemes; while section 'B' sought information on teachers' job commitment. The instruments were on four point rating scale of Strongly Agree (SA) (4 points), Agree (A) (3 points), Disagree (D) (2 points), and Strongly Disagree (SD) (1 point). The face and construct validity of the instrument were established by three

experts. The questionnaire reliability was ascertained through a pilot test. The data collected were analyzed with Cronbach Alpha statistics and coefficient values of 0.87 for teachers' salary, 0.86 for teachers' allowance schemes, and 0.899 for teachers' job commitment. Out of 634 copies of the instrument administered to the respondents, 622 of the instrument were correctly completed and returned.

Result

Research Question 1: What is the correlation between teachers' salary and teachers' commitment in public secondary schools in Anambra State?

Table 1: Summary of the correlation between teachers' salary and teachers' commitment in public secondary schools in Anambra State

Variables	N	Teachers' Commitment	Teachers' Salary	Remark
Teachers' Commitment	622	1.00	.864**	Strong Relationship
Teachers' Salary	622	.864**	1.00	

Table 1 shows the summary of the correlation between teachers' salary and teachers' commitment in public secondary schools in Anambra State. The results revealed that the r-value was 0.864 with a sample size of 622 teachers. This implies that there is a strong positive correlation between teachers' salary and teachers' commitment in public secondary schools in Anambra State.

Research Question 2: What is the correlation between teachers' allowance and teachers' commitment in public secondary schools in Anambra State?



Table 2: Summary of the correlation between teachers' allowance and teachers' commitment in public secondary schools in Anambra State

Variables	N	Teachers' Commitment	Teachers' Allowance	Remark
Teachers' Commitment	622	1.00	.728**	Strong Relationship
Teachers' Allowance	622	.728**	1.00	

Table 2 shows the summary of the correlation between teachers' allowance and teachers' commitment in public secondary schools in Anambra State. The results revealed that the r-value was 0.728 with a sample size of 622 teachers. This implies that there is a strong positive correlation between teachers' allowance and teachers' commitment in public secondary schools in Anambra State.

Hypothesis 1: Teachers' salary has no significant correlation with teachers' commitment in public secondary schools in Anambra State.

Table 4: Summary of the correlation between teachers' salary and teachers' commitment in public secondary schools in Anambra State

Variables	N	Teachers' Commitment	Teachers' Salary	Sig.	Remark
Teachers' Commitment	622	1.00	.864**	.000	Significant
Teachers' Salary	622	.864**	1.00		

Table 4 shows the test of hypothesis one on the correlation between teachers' salary and teachers' commitment in public secondary schools in Anambra State. The results revealed that the r-value was 0.864 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This implies that there is a strong positive correlation between teachers' salary and teachers' commitment in public secondary schools in Anambra State.



Hypothesis 2: Teachers' allowance has no significant correlation with teachers' commitment in public secondary schools in Anambra State.

Table 2: Summary of the correlation between teachers' allowance and teachers' commitment in public secondary schools in Anambra State

Variables	N	Teachers' Commitment	Teachers' Allowance	Sig.	Remark
Teachers' Commitment	622	1.00	.728**	.000	Significant
Teachers' Allowance	622	.728**	1.00		

Table 2 shows the test of hypothesis two on correlation between teachers' allowance and teachers' commitment in public secondary schools in Anambra State. The results revealed that the r-value was 0.728 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This infers that there is a strong positive correlation between teachers' allowance and teachers' commitment in public secondary schools in Anambra State.

Discussion of Findings

The results of research question one and hypothesis one revealed that there is a strong positive significant correlation between teachers' salary and teachers' commitment in public secondary schools in Anambra State. This finding is line with Okonkwo and Onwuzuruike (2021) findings that when teachers receive salaries commensurate with their qualifications, efforts, and the cost of living, their motivation and dedication to their duties increase, ultimately boosting job performance. Similarly, Eze and Amadi

(2020) found that regular and sufficient salary payments alleviate financial stress, enabling teachers to focus on their responsibilities, thereby fostering higher commitment levels. These findings align with Herzberg's motivation-hygiene theory, which posits that salary is a crucial hygiene factor that, when adequate, prevents dissatisfaction and promotes job commitment. More so, the findings of Eze (2020) affirmed that adequate salaries address teachers' basic needs, enhancing job satisfaction and reducing turnover rates. Teachers who feel financially secure are more likely to remain committed to their



duties, improving instructional quality and student outcomes. Furthermore, Okeke and Chukwuma (2019) findings attested that fair compensation fosters a sense of value and recognition, which bolsters morale and dedication. Studies in Nigeria reveal that low salaries often lead to disengagement and secondary employment, while competitive pay improves focus and commitment.

However, some studies present contradictory evidence, arguing that salary alone may not sustain teachers' commitment. Uche and Nwafor (2019) found that while salary is essential, intrinsic factors like professional recognition, work environment, and opportunities for career development significantly influence commitment. Teachers who feel undervalued, regardless of salary, might still exhibit low commitment levels. Similarly, Nduka (2021) findings contended that the positive correlation between salary and commitment could be moderated by variables such as job satisfaction, interpersonal relationships, and the availability of teaching resources. These contradictions suggest that while salary is a fundamental determinant of teachers' commitment, it must be complemented by other factors to achieve a sustainable impact. The complexity of human motivation underscores the need for a holistic approach in addressing teachers' needs, ensuring both financial and non-financial motivators are

optimized (Okafor & Nweke, 2022). Thus, policymakers in Nigeria should prioritize prompt and adequate payment of salaries while addressing other job satisfaction dimensions to enhance teachers' overall commitment.

The findings of research question two and test of hypothesis two revealed that there is a strong positive significant correlation between teachers' allowance and teachers' commitment in public secondary schools in Anambra State. The findings of Okeke & Chukwuma (2023) attested that allowances such as housing, transport, and health benefits are identified as critical factors in boosting teachers' commitment. Eze and Nwafor (2021) findings also affirmed that adequate allowances reduce financial burdens and enhance teachers' morale, leading to increased dedication and better performance in their duties. Similarly, Okeke and Nnamdi (2020) findings confirmed that when teachers receive consistent and adequate allowances, they feel valued, which fosters a sense of belonging and commitment to their schools. This aligns with equity theory, which posits that employees are more committed when they perceive fairness in compensation, including allowances.

Conversely, some studies argue that allowances alone may not sustain long-term commitment. Umeh and Chukwuma (2019)



found that despite receiving allowances, teachers' commitment can decline if other job satisfaction factors, such as professional growth opportunities and work environment conditions, are neglected. Similarly, Onwuka and Akpan (2022) noted that while allowances are motivators, their impact is often overshadowed by broader systemic issues, such as irregular promotions, lack of teaching resources, and poor administrative support. These findings suggest that allowances are necessary but insufficient as standalone factors in enhancing teachers' commitment. The contradictions highlight the complexity of teachers' motivation and commitment. While allowances significantly impact teachers' welfare and contribute to their dedication, their effectiveness depends on a comprehensive approach that addresses both monetary and non-monetary aspects of job satisfaction (Okafor & Uzochukwu, 2023). Therefore, for Nigerian policymakers, ensuring regular and adequate allowances alongside other supportive measures is essential to foster sustained commitment among public secondary school teachers.

Conclusion

Remuneration plays a pivotal role in influencing teachers' job commitment in public secondary schools. Adequate salaries and allowances contribute significantly to teachers' financial security and job satisfaction, fostering greater loyalty and dedication. Based on the findings, the study concluded that there is a strong positive and significant correlation between remuneration and teachers' job commitment in public secondary schools in Anambra State.

Recommendations

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

1. Government should review and improve teachers' salaries to ensure they are competitive to reflect the importance of the teaching profession.
2. School management should ensure payment of allowances to teachers as a means of motivating them to remain committed to their teaching assignments.

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