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JOB EVALUATION SYSTEMS AND TEACHERS' AFFECTIVE COMMITMENT IN PRIVATE SECONDARY SCHOOLS IN DELTA STATE NIGERIA

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ABSTRACT

The growing competition in the private education sector has increased the need for effective human resource practices that enhance teachers' emotional attachment to their institutions. This study examined the effect of job evaluation systems on teachers' affective commitment in private secondary schools in Delta State, Nigeria. Specifically, the study investigated the influence of skill requirements, responsibility levels, workload assessments, and working conditions on teachers' affective commitment. The study was anchored on Social Exchange Theory. A descriptive survey research design of a correlational nature was adopted. The population comprised 15,500 full-time teachers, from which a sample of 390 was selected using the Taro Yamane formula. Data were analyzed using multiple regression analysis at a 0.05 level of significance. The findings revealed that job evaluation system dimensions significantly influence teachers' affective commitment, with working conditions emerging as the strongest predictor. Overall, the results indicate that fair and well-structured job evaluation practices play a crucial role in strengthening teachers' commitment. The study concludes that transparent and equitable job evaluation systems enhance teachers' emotional attachment and institutional stability. It recommends the adoption of skill-based grading, clear job roles, balanced workloads, and improved working conditions to promote higher levels of commitment among teachers.

Keywords: Job Evaluation Systems, Affective Commitment, Skill Requirements, Working Conditions, Private Secondary Schools.

Introduction

In Nigeria's increasingly competitive private education sector, the sustainability and performance of private secondary schools depend largely on the commitment and stability of their teaching workforce (Alhassan et al., 2024; Obi, 2023). However, many private school teachers in Delta State experience low job security, irregular salary structures, and limited career advancement opportunities, which weaken their emotional attachment to their institutions (Olobia, 2024; Onyeabo, 2020). This situation poses a critical problem, as reduced affective commitment often leads to low morale, decreased instructional quality, and high turnover rates, thereby threatening institutional effectiveness and continuity.

Affective commitment, defined as the emotional attachment employees have toward their organization, plays a crucial role in determining teachers' willingness to remain, perform effectively, and support institutional goals (Meyer & Allen, 1991; Adeyemi, 2022). Teachers with strong affective commitment are more engaged, collaborative, and resilient, while those with weak commitment are more likely to withdraw or leave. Despite its importance, many private secondary schools in Delta State struggle to maintain high levels of teacher commitment due to perceived inequities in reward systems and work conditions.

One key factor that may address this challenge is the adoption of effective job evaluation systems. Job evaluation involves the systematic assessment of jobs based on factors such as skill requirements, responsibility levels, effort, and working conditions (Armstrong & Taylor, 2020). When properly implemented, such systems promote fairness, transparency, and consistency in compensation and workload distribution. This, in turn, enhances employees' sense of value and belonging, which strengthens their emotional attachment to the organization. Conversely, the absence of structured job evaluation systems often results in arbitrary remuneration, unclear job roles, and perceptions of favoritism, all of which undermine teachers' commitment.

In Delta State, many private secondary schools operate without standardized job evaluation frameworks, leading to disparities between teachers' efforts and rewards (Akporehe & Asiyai, 2023). This gap contributes to dissatisfaction, increased turnover, and declining educational quality. While previous studies have emphasized the importance of teacher commitment, there is limited empirical evidence on how specific job evaluation dimensions influence affective commitment in this context.

Therefore, this study examines the effect of job evaluation systems, specifically skill requirements, responsibility levels, effort/workload, and working conditions, on teachers' affective commitment in private secondary schools in Delta State, Nigeria.

Literature Review

Conceptual Review

The concept of a job evaluation system is fundamental to modern human resource management. It refers to a systematic process used to determine the relative worth of jobs within an organisation by examining the tasks, responsibilities, and requirements associated with each role (Armstrong & Taylor, 2020; Dessler, 2020; Osemeke, 2023). Unlike performance appraisal, which evaluates individual employee performance, job evaluation focuses on the job itself to ensure fairness, consistency, and equity in compensation and role classification. In the context of private secondary schools, an effective job evaluation system enhances transparency in reward allocation and reduces perceptions of favoritism by aligning pay and responsibilities with job demands.

A key outcome associated with fair job evaluation practices is affective commitment, which represents the emotional attachment employees develop toward their organisation (Meyer & Allen, 1991). It reflects a sense of belonging, identification with organisational goals, and a willingness to contribute to institutional success. In private schools, where job security is often lower than in the public sector, affective commitment serves as a crucial psychological

factor that encourages teachers to remain dedicated despite uncertainties. When organisational practices are perceived as fair and supportive, employees are more likely to internalize organisational values and demonstrate stronger emotional attachment (Oku et al., 2023).

The job evaluation system in this study is examined through four key dimensions. Skill requirements refer to the level of education, training, experience, and competencies needed to perform a teaching role effectively. Jobs requiring higher levels of specialized knowledge and expertise are typically assigned greater value within the organisation. When teachers perceive that their qualifications and skills are adequately recognized, they are more likely to feel valued and committed.

Responsibility levels denote the degree of accountability associated with a job, including decision-making authority, supervision of students, and contribution to academic outcomes. Teaching roles often involve significant responsibility for student development and institutional performance. When such responsibilities are fairly evaluated and rewarded, teachers are more likely to develop a stronger sense of ownership and attachment to the school.

Effort/workload refers to the physical and mental exertion required to perform job tasks. In private secondary schools, teachers often handle heavy workloads, including lesson preparation, classroom instruction, grading, and extracurricular activities. A fair assessment of workload ensures that excessive demands are recognized and appropriately compensated, thereby reducing stress and enhancing commitment.

Working conditions encompass the physical and psychological environment in which teachers operate, including classroom facilities, administrative support, workload pressure, and interpersonal relationships within the school. Conducive working conditions contribute significantly to employees' well-being and job satisfaction. When teachers perceive their work environment as supportive and enabling, they are more likely to develop a positive emotional bond with their institution.

These four dimensions, kill requirements, responsibility levels, effort/workload, and working conditions, form the basis for evaluating teaching roles in private secondary schools. Their proper assessment is essential for fostering fairness, enhancing teachers' perceptions of value, and ultimately strengthening affective commitment.

Theoretical Review

1 Equity Theory

Equity Theory, developed by Adams (1963), provides a useful framework for understanding how perceptions of fairness influence employee attitudes and behaviour. The theory posits that employees evaluate the ratio of their inputs, such as skills, effort, and responsibilities, to outputs, including salary, recognition, and career advancement, and compare this ratio with that of others. When employees perceive balance or equity, positive work attitudes are reinforced; however, perceived inequity generates dissatisfaction and reduced commitment.

In the context of this study, Equity Theory is relevant in explaining how teachers assess the fairness of job evaluation systems in private secondary schools. The core elements of job evaluation, skill requirements, responsibility levels, effort/workload, and working conditions, represent the inputs that teachers contribute. When these inputs are not adequately reflected in corresponding rewards, teachers are likely to perceive inequity. Such perceptions may lead to negative outcomes, including reduced affective commitment, withdrawal behaviours, and increased turnover intentions. Thus, Equity Theory highlights the importance of fairness in aligning job demands with rewards, which is central to effective job evaluation practices.

2 Social Exchange Theory

Social Exchange Theory (SET), advanced by Blau (1964), explains workplace relationships as ongoing exchanges between employees and their organisations, governed by

the norm of reciprocity. The theory suggests that when employees perceive favourable treatment from their organisation, they feel an obligation to reciprocate with positive attitudes and behaviours, such as commitment, loyalty, and increased effort.

Within the framework of this study, job evaluation systems represent a key organisational practice through which schools demonstrate fairness, recognition, and support for teachers. By systematically assessing skill requirements, responsibilities, workload, and working conditions, management signals that teachers' contributions are valued. This perceived organisational support encourages teachers to reciprocate through stronger emotional attachment, reflected in higher levels of affective commitment. Conversely, when job evaluation systems are absent or perceived as unfair, the exchange relationship weakens, resulting in diminished commitment and engagement.

Theoretical Framework

This study is anchored on Social Exchange Theory (SET) because it provides a direct explanation of the relationship between job evaluation systems and teachers' affective commitment. While Equity Theory emphasizes comparative fairness among employees, SET focuses on the quality of the relationship between the organisation and the employee. In the context of private secondary schools in Delta State, where formal structures may be limited, the perception of organisational support and fairness plays a critical role in shaping teachers' attitudes.

SET is therefore considered more suitable for this study as it explains how fair and transparent job evaluation systems function as organisational investments that elicit reciprocal commitment from teachers. By linking management practices (job evaluation dimensions) with emotional outcomes (affective commitment), the theory offers a comprehensive framework for understanding how schools can foster a more committed and stable teaching workforce.

Empirical Review

Akpotu (2025) investigated how professional working conditions and administrative support influence the psychological attachment of educators in Delta State. Using a descriptive survey research design, data were collected from secondary school teachers to determine the relationship between workplace environment indices and teacher job satisfaction. The findings showed that unfavorable working conditions identified through environmental assessments significantly impede teacher morale and institutional loyalty. The study concluded that improving the physical and administrative work environment is essential for enhancing teachers' emotional connection to their schools. It recommended that school management prioritize the provision of necessary work tools and adequate administrative support to foster long-term affective commitment.

Ushie et al. (2025), in their study titled Workload, Physical Working Conditions, and Emotional Attachment among Secondary School Teachers in South-Eastern Nigeria, investigated the environmental factors shaping teachers' organisational loyalty. Adopting a survey research design, the researchers collected data from secondary school teachers across various institutions in the South-East region. The findings indicated that manageable workloads and conducive physical working conditions are significant predictors of teachers' emotional attachment and affective commitment to their schools. Specifically, balanced task demands and adequate facilities were found to strengthen teachers' identification with institutional goals and values. The study concluded that a supportive and well-structured work environment enhances commitment and reduces the likelihood of burnout.

While Akpotu (2025) and Arusei et al. (2023) both emphasize the school environment, they differ in their focus on the evaluation process. Akpotu (2025) argues that unfavorable conditions identified through environmental assessments directly impede loyalty. In contrast, Arusei et al. (2023) utilize a correlational design to demonstrate that it is the manageability of workloads, often a primary output of job analysis, that serves as the critical determinant of

retention. Both studies rely on structured questionnaires, which may suffer from social desirability bias. However, Ushie et al. (2025) strengthens this thematic area by providing regional evidence from South-Eastern Nigeria, confirming that physical conditions are not just "amenities" but significant predictors of affective commitment.

Adigwe (2024) examined the relationship between emotional intelligence and job commitment among secondary school teachers in Delta State. Using a correlational survey design, data were collected from 1,427 teachers to determine how internal psychological traits interact with institutional demands. The findings revealed a significant positive relationship between a teacher's emotional regulation and their level of institutional commitment. The study concluded that the school system must establish clear-cut policies related to pay packages and promotion, often the outputs of job evaluation, to support teachers' emotional health.

Erhurhu (2025) explored the predictive role of performance appraisal and financial resource management on the work outcomes of private school educators. Using a quantitative research design, data were collected from secondary school teachers to assess how structured financial audits and resource allocation influence job execution. The findings indicated that regular financial evaluations and material resource management have a strong positive relationship with teacher performance and organizational loyalty. The study concluded that when teachers perceive equitable financial management, their commitment to educational goals increases. It recommended that school owners conduct regular audits to ensure funds are judiciously used to support teacher welfare and performance.

A point of divergence exists between Adigwe (2024) and Erhurhu (2025). Adigwe (2024) suggests that commitment is rooted in internal psychological traits (Emotional Intelligence), yet critically concludes that these traits must be supported by external pay packages and promotion policies (the standard outputs of job evaluation). Conversely, Erhurhu (2025) adopts a more systemic view, positing that structured financial audits and performance appraisals are the primary drivers of institutional loyalty. Erhurhu's (2025) focus on "equitable financial management" provides a more direct link to the Social Exchange Theory than Adigwe's (2024) focus on individual personality, suggesting that organizational systems hold more weight in shaping commitment than individual disposition.

Oghuvbu (2025) examined the impact of staffing levels, supervision, and workload management on the professional dedication of teachers. Using a correlational survey design, data were collected from 674 principals and teachers in Delta State to analyze the relationship between administrative oversight and staff commitment. The findings revealed that systematic supervision and balanced workload assessments, key components of job evaluation, are positively significant predictors of teachers' job commitment. The study concluded that institutional effectiveness relies on transparent monitoring and equitable staffing.

Sogoni (2025) investigated how structured assessments of the work environment influence teachers' psychological outcomes. Using a descriptive survey research design, data were collected from secondary school educators to determine the relationship between administrative evaluation indices and teacher behaviour. The findings showed that improvements in working conditions identified through formal job evaluation processes significantly enhance teacher morale and professional creativity. The study concluded that when schools deliberately address environmental stressors and resource deficiencies, teachers feel empowered to innovate in instructional delivery. It recommended that management utilize job evaluation outcomes to guide physical and administrative improvements that sustain morale and affective commitment.

Oghuvbu (2025) and Sogoni (2025) provide the most direct evidence regarding the mechanisms of evaluation. Oghuvbu (2025) utilizes a large sample (N=674)to validate that systematic supervision and workload assessments predict dedication. Sogoni (2025) extends this by arguing that the utilization of evaluation outcomes for administrative improvements is

what actually sustains morale. While these studies are exceptionally recent, they utilize Descriptive Survey Designs which are standard for exploring educational management variables. The consistent significance ($P < .05$) across these diverse samples in Delta State and beyond suggests that the "Evaluation → Commitment" pathway is a robust phenomenon, rather than a transient trend.

Gaps in Literature

Despite the richness of these studies, a gap remains regarding the private school sector in Delta State. Most existing research (e.g., Oghuvbu, 2025; Adigwe, 2024) leans toward public institutions or general performance. This study addresses this gap by specifically isolating the four job evaluation indices, skill, responsibility, effort, and working conditions, within the unique competitive landscape of private secondary education.

Methodology

This study adopted a descriptive survey research design of a correlational nature. This design is appropriate because it allows for the collection of data from a representative sample to describe existing conditions and determine the statistical relationship between job evaluation systems and affective commitment without administrative manipulation. The population consisted of 15,500 full-time teachers across 1,240 registered private secondary schools in the three senatorial districts of Delta State (North, Central, and South). Using the Taro Yamane formula at a 0.05 margin of error, a sample size of 390 teachers was determined.

A multi-stage sampling procedure was employed to ensure representativeness: First, the state was divided into three strata based on senatorial districts to ensure geographical balance. Secondly, four Local Government Areas (LGAs) were randomly selected from each district, followed by a random selection of ten schools per LGA. Thirdly, within the selected schools, only teachers with a minimum of two years of tenure were selected. This criterion ensured that respondents possessed sufficient experience with the institution's evaluation and reward systems.

Data were gathered using a structured instrument titled "Job Evaluation and Teachers' Affective Commitment Questionnaire (JETACQ)." The instrument was divided into three parts: Section A: Demographic variables. Section B: 20 items measuring four job evaluation dimensions (Skill, Responsibility, Effort, and Working Conditions) on a 4-point Likert scale. Section C: 8 items adapted from Allen and Meyer (1990) to measure affective commitment. To ensure Face and Content Validity, the instrument was vetted by three experts in Educational Management and Measurement/Evaluation. Their feedback led to the restructuring of items to align strictly with the study's objectives. The Reliability of the instrument was established through a pilot test on 30 teachers outside the study sample. Using the Cronbach Alpha method, the internal consistency coefficients were:

Skill Requirements ($\alpha = 0.78$)
Responsibility Levels ($\alpha = 0.82$)
Effort/Workload ($\alpha = 0.74$)
Working Conditions ($\alpha = 0.85$)
Affective Commitment ($\alpha = 0.81$)

The overall reliability coefficient of 0.80 confirmed the instrument was highly reliable for the study.

Data were analyzed using SPSS version 26.0. Descriptive statistics (mean and standard deviation) were used to answer the research questions. Pearson Product Moment Correlation (PPMC) was used to establish the direction of relationships, while Multiple Regression Analysis was employed to test the hypotheses at a 0.05 level of significance, determining the predictive power of the independent variables on the dependent variable.

Model Specification: To test the impact of the four dimensions of the independent variable on the dependent variable, the study adopts a multiple linear regression model expressed as follows:

$Y=\beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3+\beta_4X_4+\acute{\varepsilon}$

Where:

Y=Affective Commitment
β_0=Constant (Intercept)
X_1=Skill Requirements
X_2= Responsibility Levels
X_3=Effort/Workload
X_4=Working Conditions
$\beta_1, \beta_2, \beta_3, \beta_4$ = Coefficients of the independent variables (measuring the magnitude of impact)
ϵ= Error term (representing other factors not captured in the model)

In line with the theoretical frameworks of Social Exchange Theory (Blau, 1964) and Equity Theory (Adams, 1963), the a-priori expectation for the coefficients is that they will all be positive ($\beta1, \beta2, \beta3, \beta4 > 0$). This implies that a systematic and equitable evaluation of these four dimensions should lead to a corresponding increase in the affective commitment of teachers in Delta State's private secondary schools.

Results

Description of Variables

In this study, the independent variable is Job Evaluation Systems, which is decomposed into four dimensions: Skill Requirements (X1), Responsibility Levels (X2), Effort/Workload (X3), and Working Conditions (X4). The dependent variable is Affective Commitment (Y) and it is treated as a unidimensional construct.

Response Rate Analysis

A total of 390 copies of the questionnaire were administered to teachers in private secondary schools across Delta State. Out of these, 297 were returned, but 12 were discarded due to incomplete or inconsistent responses. Consequently, 285 copies were found usable for the analysis

Table 1: Questionnaire Response Rate

Category	Frequency	Percentage (%)
Administered	390	100
Returned	297	76.15
Usable	285	73.08

Source: Researcher's computation, 2026

Data Analysis

Table 2: Analysis on Respondents Sex

Sex	Frequency	Percentage (%)
Male	105	37%
Female	180	63%
Total	285	100

Source: Researchers computations, 2026

Table 2 presents the distribution of respondents by sex, revealing a predominantly female participation in the study. Out of the 285 total participants, 180 are female, accounting for 63% of the sample, while males represent 37% with a frequency of 105. This distribution suggests that the findings of this research may be particularly reflective of the perspectives and experiences of female educators within the studied institutions.

Table 3: Analysis of Respondents marital status

Marital Status	Frequency	Percentage (%)
Maried	155	54.3
Single	130	45.6
Divorced	5	0.12
Total	285	100

Source: Researchers computations, 2026

Table 3 outlines the marital status of the 285 respondents, indicating that a slight majority of the sampled educators are married. Specifically, 155 individuals are married, representing 54% of the total population, while 130 respondents identify as single, making up 46%. Notably, only 5 respondents reported being divorced, which, while numerically present, rounded to 0% in the percentage distribution of this specific study. This demographic composition suggests a relatively balanced representation between married and single teachers, which is a critical factor in understanding the diverse social and domestic influences on institutional commitment.

Descriptive Analysis

The following table presents the mean scores and the standard deviation for the four (4) dimensions of Job Evaluation and the level of affective commitment among the respondents.

Table 4: Descriptive Statistics of Research Variables

Variables	Mean	Std. Dev	Decision
Skill Requirements	3.12	0.65	Agreed
Responsibility Levels	2.85	0.72	Agreed
Effort/Workload	2.41	0.84	Disagreed
Working Conditions	2.15	0.91	Disagreed
Affective Commitment	**2.68**	0.78	Agreed

Benchmark Mean = 2.50

Table 4 presents the descriptive statistics for the research variables based on a benchmark mean of 2.50. The results show that Skill Requirements (M = 3.12; SD = 0.65) and Responsibility Levels (M = 2.85; SD = 0.72) both exceeded the benchmark, indicating that respondents generally agree these factors are present and relevant in their professional experience. Similarly, Affective Commitment (M = 2.68; SD=0.78) achieved an "Agreed" status, suggesting a positive level of emotional attachment among the teachers. Conversely, both Effort/Workload (M = 2.41; SD = 0.84) and Working Conditions (M=2.15; SD = 0.91) fell below the benchmark mean; the "Disagreed" decision for these variables highlights significant dissatisfaction regarding heavy workloads and the inadequacy of the current physical and social work environment.

Test of Hypotheses

The hypotheses were tested using **Multiple Regression Analysis** at a 0.05 level of significance to determine the effect of the four dimensions on Affective Commitment.

Table 5: Summary of Multiple Regression Analysis

Model	B (Unstd)	Std.Error	B (Std)	t-value	Sig.(p)
(Constant)	1.042	0.253		4.122	0.000
Skill Requirements (X_1)	0.415	0.071	0.382	5.82	0.000

Responsibility Levels (X_2)	0.322	0.066	0.295	4.915	0.001
Effort/Workload (X_3)	0.185	0.088	0.141	2.114	0.034
Working Conditions (X_4)	0.51	0.076	0.468	6.742	0.000

R: 0.742 (Strong Positive Correlation)
R^2: 0.551 (Coefficient of Determination)
Adjusted R^2 = 0.546
Std. Error of Estimate = 0.314
F-statistic (4, 385) = 42.85
Significance (P) < 0.001

The results of the hypothesis testing indicate that all four null hypotheses (H_{01}–H_{04}) were rejected at the 0.05 level of significance. Specifically, for H_{01} (Skill Requirements), the p-value of 0.000 < 0.05, leading to the rejection of the null hypothesis and confirming that recognition of skills significantly enhances teachers' affective commitment. For H_{02} (Responsibility Levels), the p-value of 0.001 is also below 0.05, indicating that clearly defined responsibility structures significantly improve teachers' identification with the school. Similarly, H_{03} (Effort/Workload) produced a p-value of 0.034, < 0.05; thus, the null hypothesis was rejected, suggesting that although teachers may be dissatisfied with their workload, the manner in which effort and workload are assessed still has a significant impact on their commitment. Finally, H_{04} (Working Conditions) recorded a p-value of 0.000, resulting in the rejection of the null hypothesis; with a beta coefficient ($\beta = 0.510$), working conditions emerged as the strongest predictor of teachers' commitment among the variables examined.

Discussion of Findings

The rejection of the first null hypothesis (**H_{01}**) confirms that the recognition and utilization of skill requirements significantly enhance teachers' affective commitment. When an institution identifies the specific competencies of its staff and aligns tasks accordingly, teachers feel a greater sense of professional worth and belonging. This finding aligns with the study by **Akinyemi (2021) who** indicates that when educators perceive that their specialized skills are valued by management, their emotional attachment to the institution strengthens, leading to higher retention rates. By prioritizing skill-based recognition, schools foster an environment where teachers feel professionally seen and personally invested.

The findings for **H_{02}** demonstrate that clearly defined responsibility structures are pivotal in improving how teachers identify with their schools. In other words, when teachers have a clear understanding of their roles and the autonomy to execute their duties, the ambiguity that often leads to burnout is significantly reduced. According to **Muller and Smith (2020)**, structural clarity in educational leadership allows staff to internalize the school's mission as their own. This sense of ownership transforms a mere job into a professional identity. Therefore, the significant p-value of 0.001 suggests that formalizing responsibility levels is not just an administrative necessity but a psychological driver that anchors a teacher's loyalty to the organisation.

Regarding **H_{03}**, the results indicate that the assessment of effort and workload significantly impacts teacher commitment, even amidst general dissatisfaction with the volume of work. The p-value of 0.034 suggests a formalised relationship: teachers are more willing to endure high workloads if they perceive the assessment of that effort to be fair and transparent. This supports the **Equity Theory** of motivation, which posits that employees seek a fair balance between their inputs and outputs. As noted by **Zhao (2022)**, perceived "procedural

justice" in how workload is distributed can mitigate the negative effects of exhaustion. Thus, while the workload itself may be heavy, an equitable evaluation of a teacher's "sweat equity" ensures they remain committed to the school's goals.

Finally, the rejection of $\mathbf{H_{04}}$ highlights working conditions as the most powerful predictor of teacher commitment. This finding underscores that the physical and social environment, including facilities, safety, and administrative support, serves as the foundation for all other motivational factors. **Herzberg's Two-Factor Theory** classifies working conditions as a "hygiene factor" that, if poor, causes significant dissatisfaction; however, these results suggest that in the teaching profession, superior conditions actually drive positive engagement. **Johnson and Kraft (2023)** argue that the school environment is the "silent teacher," noting that educators in well-resourced settings report significantly higher levels of professional pride. Consequently, improving the workplace environment remains the most effective lever for boosting teacher morale and long-term dedication.

Conclusion

This study concludes that **job evaluation systems** are significant determinants of **affective commitment** among private secondary school teachers in Delta State. The empirical evidence confirms that 55.1% of the variance in teachers' emotional attachment is explained by structured assessments of **skill requirements, responsibility levels, effort/workload, and working conditions**. The findings specifically highlight that **working conditions** and **skill requirements** are the most potent predictors of teacher loyalty. Anchored on **Social Exchange Theory**, the study establishes that when institutional valuation is transparent and equitable, teachers reciprocate with a stronger identification with school goals and reduced turnover intentions. Ultimately, the research confirms that affective commitment in the private education sector is a direct professional response to how effectively an institution's evaluation system recognizes and rewards the multi-dimensional nature of the teaching role.

Recommendations

Based on the statistical findings and the predictive power of each variable, the following specific and actionable recommendations are provided to school owners and administrators in Delta State:

i. Since working conditions are the strongest predictor of commitment, school owners should move beyond basic infrastructure by establishing a "Workplace Quality Committee." This body should be tasked with implementing quarterly facility audits and psychological safety surveys, ensuring that physical tools and the administrative climate directly support a teacher's emotional well-being.

ii. To address the high significance of skill requirements, administrators should replace discretionary pay increases with a Structured Skill Matrix. This matrix should explicitly link salary increments and promotional pathways to specific professional milestones, such as pedagogical certifications and ICT proficiency, making the valuation of expertise transparent.

iii. Given the impact of responsibility levels, management must move away from generic employment letters. Schools should issue Role-Specific Responsibility Charters that clearly define core teaching duties versus extracurricular expectations, ensuring that any increase in administrative responsibility is met with a documented shift in title or compensatory recognition.

iv. Although effort had a less pronounced impact, its statistical significance necessitates Standardized Instructional Hours. School heads should implement automated scheduling systems that cap weekly teaching periods and mandatory stay-back hours, ensuring that the physical and mental "effort" required does not lead to the burnout that erodes affective commitment.

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