

Transformational Leadership And Commitment Of Teachers In Religious Educational Institutions, Delta State

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Abstract: This study examined transformational leadership and commitment of teachers in religious educational institutions, Delta State. The study was guided by three research questions and hypotheses respectively. The correlational survey method of ex-post-facto research design was adopted. Purposive sampling method was used to sample 300 principals and teachers from a population of 1,608 respondents within the study area. Transformational Leadership and Commitment of Teachers Questionnaire (TLCTQ) was utilized for data collection. Rigorous validation procedures, including face and content validity, were employed to ensure the questionnaire's accuracy and relevance. The instrument's reliability was further assessed using the Cronbach Alpha coefficient, yielding an impressive index of .88, indicating a high level of reliability. The data collected were subjected to coefficient of determination, Pearson r , and regression to answer research questions and test hypotheses at a significance level of .05. Finding revealed that the positive correlation among stimulation of motivation, knowledgeable stimulation and teachers' commitment is notably substantial, as evidenced by a statistically significant relationship of 58.8%. It was recommended that religious educational institutions should implement comprehensive professional development programs that seamlessly integrate both motivational and knowledge-enhancing components. This approach ensures that teachers have access to continuous learning opportunities while also addressing motivational factors, fostering a sense of purpose and satisfaction in their roles.

Keywords: Transformational Leadership, Commitment of Teachers, Religious Educational Institutions, Delta State.

I. INTRODUCTION

Religious educational institutions play a focal role in shaping the moral and intellectual landscape of societies, with teachers serving as the bedrock of their transformative mission. In the Nigerian context, particularly in Delta State, the intersection of transformational leadership and the commitment of teachers within religious educational institutions holds profound implications for the quality of education and the holistic development of students. The dynamics of leadership styles, especially transformational leadership, have been a subject of extensive scholarly exploration due to their potential impact on organizational

outcomes and individual commitment. Delta State, nestled in the heart of Nigeria, is home to a diverse array of religious educational institutions, each with a unique ethos and mission. These institutions often blend academic pursuits with a commitment to nurturing values and character rooted in religious principles (Nkedishu, 2012). Within this context, the role of teachers is not merely instructional but extends to the cultivation of ethical virtues and a sense of purpose among students. Study stress the significance of leadership styles in educational institutions (Bass & Riggio, 2006). Transformational leadership, characterized by stimulating motivation, knowledgeable stimulation, individualized reflection, and perfect influence, has emerged as a focal point

in discussions on effective leadership within educational settings (Bass, 1985). In the realm of religious education, the confluence of transformational leadership and teacher commitment takes on a nuanced significance, as the values espoused by religious institutions often influence the ethos of leadership practices.

The commitment of teachers, a critical factor in the educational equation, is a multifaceted construct encompassing affective, normative, and continuance dimensions (Meyer & Allen, 1991). The affective dimension of teacher commitment reflects the emotional attachment and identification that educators feel towards their educational institution. It is characterized by a genuine passion for teaching, a sense of belonging, and a deep-seated commitment to the values and mission of the institution. In the context of religious educational institutions, this dimension may manifest as a profound connection to the ethical and moral principles upheld by religious teachings, influencing teachers' dedication to imparting these values to their students. Normative commitment is rooted in a sense of obligation and duty. Teachers with a strong normative commitment feel a moral responsibility to remain loyal to their institution and its goals (Nkedishu, & Nwaorgu, 2022). This commitment may be shaped by the ethical standards and societal expectations associated with the religious context of the educational institution. The teachings and values imparted within these institutions become not just a professional duty but a moral imperative for educators, influencing their commitment to the institution's broader mission. Continuance commitment, on the other hand, is pragmatic and relates to the perceived costs associated with leaving the institution. Educators with high continuance commitment may feel bound to their position due to practical considerations such as economic stability or limited alternative employment opportunities. In religious educational institutions, where the alignment of personal values and institutional mission is crucial, continuance commitment may also encompass the perceived costs of deviating from the religious principles guiding the institution.

Delving into the intricate relationship between transformational leadership and teacher commitment within the distinctive context of religious educational institutions unveils a compelling narrative that extends beyond theoretical discourse. This exploration not only holds the promise of advancing educational scholarship but also serves as a practical guide for enriching pedagogical practices and, consequently, nurturing a more profound impact on the development of students. Religious educational institutions, by their nature, are charged with the dual responsibility of academic excellence and the cultivation of values rooted in faith. Transformational leadership, characterized by its inspirational and visionary qualities, aligns seamlessly with the ethos of these institutions. Leaders who exhibit transformational qualities inspire a shared vision that harmonizes with the religious principles underpinning the institution. Through knowledgeable stimulation, leaders can encourage educators to infuse their teaching with the ethical and moral teachings of the faith, enriching the educational experience for students. Furthermore, individualized consideration, a hallmark of transformational leadership, empowers teachers to tailor their approaches to the unique

needs and backgrounds of students within a religious framework. This personalized approach fosters a more inclusive and supportive learning environment, where students feel understood, valued, and guided not only academically but also in their moral and spiritual growth.

The nexus between transformational leadership and teacher commitment acts as a linchpin for student development within religious educational institutions. A committed teaching staff, inspired by transformational leaders, becomes instrumental in imparting not just academic knowledge but also the moral and spiritual values integral to the institution's identity. This, in turn, facilitates the holistic development of students, shaping their character, instilling a sense of purpose, and nurturing a moral compass that extends beyond the classroom. Transformational leaders, by embodying idealized influence, serve as role models for both educators and students. This influence extends beyond the confines of traditional educational boundaries, permeating the broader fabric of the institution. As teachers commit themselves to the institution's mission under transformative leadership, students witness a unity of purpose that reinforces the significance of the values promoted within the religious educational framework.

The correlation between stimulating motivation and teachers' commitment has been a subject of extensive scholarly inquiry, with a plethora of studies shedding light on the multifaceted nature of this relationship. These investigations, spanning different contexts and methodologies, contribute valuable insights to our understanding of the intricate dynamics between stimulating motivation and teacher commitment. Mutuku, Musyimi, and Kyallo (2022) conducted a meticulous examination of this correlation, uncovering a robust and affirmative relationship between stimulating motivation and commitment of teachers. Their findings resonate with the work of Ghanizadeh and Asgari (2022), who, in a parallel exploration, established that teachers' motivation not only positively but also significantly predicted both work engagement and job commitment. These studies collectively underscore the pivotal role of stimulating motivation as a catalyst for fostering a strong and enduring commitment among teachers. In exploring the components contributing to teachers' commitment, Muwanguzi (2015) identified promotion, reward systems, and training and development as crucial determinants. His findings illuminate the multifaceted nature of the factors influencing commitment, suggesting that a comprehensive approach encompassing various motivational elements may be essential in nurturing a steadfast commitment among educators. Adding a psychological perspective, Fernet, Austin, Brunstein, and Sensevy's (2019) work delves into the connection between stimulating motivation and autonomous motivation, revealing a positive association. Moreover, their findings indicate a negative correlation with burnout among teachers, suggesting that stimulating motivation may not only foster commitment but also mitigate the detrimental effects of burnout, thereby contributing to the overall well-being of educators.

Contrasting perspectives emerge from the research conducted by Komba and Nkumbi (2022), who found no significant relationship between stimulating motivation and teachers' commitment. This discrepancy highlights the

nuanced nature of the factors influencing teacher commitment, suggesting that while motivational leadership may play a crucial role, it may not be the sole determinant. Day, Harris, Hadfield, and Goh (2021) add another layer to this complexity, revealing that inspirational leadership had a positive effect on teachers' motivation but did not necessarily translate to a direct impact on their commitment. This dichotomy prompts a closer examination of the nuanced interplay between motivation and commitment within the educational context. Furthermore, the study by Hsieh and Chang (2020) unveils a nuanced relationship, demonstrating that teacher motivation is positively linked to job satisfaction but does not exhibit a similar association with organizational commitment or the intention to leave. This nuanced distinction suggests that the motivational factors influencing teachers might have varying effects on different dimensions of their professional engagement. The study conducted by Jiang, Muenjohn, and Wang (2019) complements this body of research by identifying a small positive relationship between teacher motivation and commitment. While the magnitude of the relationship may be modest, its existence underscores the enduring connection between motivational factors and teachers' commitment, emphasizing the need for continued exploration to unravel the subtleties of this complex interplay.

The role of knowledgeable stimulation in shaping the commitment of teachers is a complex and nuanced aspect of educational leadership, as illuminated by various studies offering insights into the interplay between knowledgeable stimulation and teacher commitment. Noraazian and Khalip's (2022) research provides a compelling foundation, revealing a positive correlation between knowledgeable stimulation and teacher commitment. Their findings suggest that when teachers perceive their principals as intellectually stimulating, it fosters a sense of commitment to their work. This implies that the encouragement of intellectual growth and the promotion of innovative thinking within the educational setting are key elements in nurturing a committed teaching faculty. Building upon this, Al-Sa'adi and Al-Kathiri (2022) contribute to the discourse by highlighting the significant positive effect of knowledgeable stimulation on teacher commitment. Their work emphasizes the pivotal role of principals in cultivating an environment that encourages intellectual exploration and innovation among teachers. The implication is that administrators who actively promote intellectual engagement contribute not only to the professional development of their teaching staff but also to a deeper commitment to the school and the teaching profession. Onyemaechi and Okeke's (2023) research further reinforces the positive correlation between knowledgeable stimulation and teacher commitment. Their findings underscore the importance of fostering a stimulating and supportive learning environment. Principals who prioritize creating such an environment are likely to witness a positive influence on teacher commitment, indicating that knowledgeable stimulation goes beyond a theoretical concept to become a practical catalyst for commitment within educational institutions.

However, contrasting perspectives emerge from the work of Ishii and Godoy (2023), who introduce the idea that the relationship between knowledgeable stimulation and teacher

commitment is mediated by school climate. Their findings suggest that the positive impact of knowledgeable stimulation on teacher commitment is amplified in schools with a positive and supportive climate. This introduces a contextual element, emphasizing the need to consider broader organizational dynamics when examining the effects of knowledgeable stimulation on commitment. Aunola, Nurmi, and Toivanen (2022) contribute a nuanced dimension by revealing that the relationship between knowledgeable stimulation and teacher commitment is moderated by teacher characteristics and school context. Their research suggests that factors such as teacher experience, a supportive work environment, and collaboration play a role in determining the strength of the correlation. This insight calls attention to the diversity among teachers and the importance of tailoring leadership strategies to individual and contextual factors. In a similar vein, Lim and Johnson (2022) introduce the idea that the relationship between knowledgeable stimulation and teacher commitment is stronger in school systems with a higher degree of teacher autonomy. This implies that providing teachers with the autonomy to engage in professional development and implement innovative teaching practices may amplify the positive impact of knowledgeable stimulation on commitment.

The amalgamation of studies conducted by Malela (2023), Nnadozie (2023), Gyamfi, and Okyere (2023), and Abdullah, and Nordin (2022) brings forth a compelling narrative that intertwines the variables of stimulating motivation and knowledgeable stimulation to illuminate the intricate relationship with teachers' commitment in schools. Malela's findings resonate strongly with the transformative power of stimulating motivation, revealing a positive correlation with commitment of teachers. Notably, the study highlights the perceptible impact of principals perceived as more inspirational, indicating a direct link between leadership motivation and the unwavering commitment of teachers to their roles. Nnadozie's exploration delves into the realm of intellectual stimulation, unraveling a positive correlation between principals' intellectual engagement and commitment of teachers. This underscores the crucial role of fostering intellectual growth and innovation within the school environment as a means to cultivate a committed teaching staff. Abdullah and Nordin further contribute by illuminating the dual positive correlation between stimulating motivation and intellectual stimulation with teachers' commitment to both the organization and the teaching profession. Their findings emphasize that educators who perceive their principals as both inspiring and intellectually stimulating exhibit heightened commitment to their roles.

Conversely, Anderson (2022), Mohd Nor, and Abdul Rahim (2021), Leithwood, Mascall (2020), and Hallinger, and Heckman (2019) present a contrasting perspective on the relationship between intellectual stimulation, stimulating motivation, and teachers' commitment. Anderson's study challenges the presumed correlation, finding that stimulating motivation and intellectual stimulation were not significantly linked to commitment of teachers. Similarly, Mohd Nor and Abdul Rahim found no significant correlation between these variables and teachers' commitment, challenging the conventional wisdom regarding the impact of transformational leadership on teachers' dedication to their profession.

Leithwood and Mascall's work introduces a nuanced dimension, acknowledging a small positive correlation between stimulating motivation, intellectual stimulation, and commitment of teachers. However, they caution that the overall relationship between transformational leadership and teacher commitment is not strong. Hallinger and Heckman provide a broader perspective, revealing that stimulating motivation and intellectual stimulation do not significantly correlate with teachers' job satisfaction. Their conclusions extend to assert that teachers' perceptions of their principals' transformational leadership are not distinctly tied to their job satisfaction.

Considering the extensive scholarly inquiry into the correlation between elements of transformational leadership, such as intellectual stimulation and stimulating motivation, and teachers' commitment, there arises a compelling need for a comprehensive study that synthesizes and reconciles the diverse findings within this domain. The existing body of research, as highlighted by Mutuku, Musyimi, and Kyallo (2022), Ghanizadeh and Asgari (2022), Muwanguzi (2015), Fernet, Austin, Brunstein, and Sensevy (2019), Komba and Nkumbi (2022), Day, Harris, Hadfield, and Goh (2021), Hsieh and Chang (2020), and Jiang, Muenjohn, and Wang (2019), has provided valuable insights into the multifaceted nature of the relationship between motivational leadership and teacher commitment. However, the emergence of contrasting perspectives from Ishii and Godoy (2023), Aunola, Nurmi, and Toivanen (2022), Lim and Johnson (2022), Malela (2023), Nnadozie (2023), Gyamfi, and Okyere (2023), Abdullah, and Nordin (2022), Anderson (2022), Mohd Nor, and Abdul Rahim (2021), Leithwood, Mascall (2020), and Hallinger, and Heckman (2019) highlights the need for a nuanced investigation that considers mediating and moderating factors. Such a study would not only contribute to a more comprehensive understanding of the intricate dynamics between elements of transformational leadership and teacher commitment but also guide educational leaders in formulating context-specific strategies to foster a steadfast commitment among educators, ultimately enhancing the quality of education and overall well-being of both teachers and students.

STATEMENT OF THE PROBLEM

In the context of religious educational institutions in Delta State, the relationship between transformational leadership and the commitment of teachers emerges as a critical but intricate aspect that warrants comprehensive exploration. While existing literature has extensively examined the general correlation between transformational leadership and teacher commitment, the unique religious educational landscape in Delta State introduces a distinctive set of dynamics that demand focused investigation. The amalgamation of religious principles with educational practices necessitates a nuanced understanding of how transformational leadership elements, such as stimulating motivation and knowledgeable stimulation, interplay with the multifaceted dimensions of teacher commitment within this specific context. Consequently, the research aims to address the following key questions: is stimulating motivation and knowledgeable

stimulation as elements of transformational leadership relate to commitment of teachers in religious educational institutions, Delta State?

RESEARCH QUESTIONS

The following were raised:

- ✓ Does the stimulation of motivation have any relationship with commitment of teachers?
- ✓ Does knowledgeable stimulation have any relationship with commitment of teachers?
- ✓ Do the elements of stimulating motivation and knowledgeable stimulation, as part of transformational leadership, have any relationship with the commitment of teachers?

HYPOTHESES

The following were formulated:

- ✓ Stimulating motivation does not significantly relate to commitment of teachers.
- ✓ Knowledgeable stimulation does not significantly relate to commitment of teachers.
- ✓ Stimulating motivation and knowledgeable stimulation as elements of transformational leadership do not significantly relate to commitment of teachers.

II. METHODS

In this scholarly and professionally conducted research, the correlational survey method of ex-post-facto research design was meticulously employed to investigate the intricate dynamics between transformational leadership and the commitment of teachers. The research focused on a substantial population of 1,608 principals and teachers within the targeted context. Utilizing a purposive sampling method, a judiciously selected sample of 300 respondents was chosen, ensuring that the participants aptly represented the diverse perspectives inherent in the population. To measure the variables of interest, the researchers developed a specialized instrument named the Transformational Leadership and Commitment of Teachers Questionnaire (TLCTQ). Rigorous validation procedures, including face and content validity, were employed to ensure the questionnaire's accuracy and relevance. The instrument's reliability was further assessed using the Cronbach Alpha coefficient, yielding an impressive index of .88, indicating a high level of reliability. The data collected were subjected to a sophisticated analysis using statistical tools tailored to address the research questions and hypotheses. The coefficient of determination was employed to provide comprehensive insights into the relationships explored in the research questions. Additionally, Pearson r , a robust statistical method, was deployed to rigorously test the hypotheses concerning the correlation between transformational leadership and teacher commitment. Furthermore, a regression analysis was employed to assess the impact of transformational leadership on teacher commitment, adding a layer of depth to the research findings. All statistical analyses were conducted at a significance level of .05,

ensuring a rigorous and reliable examination of the data. This research, with its methodological robustness and scholarly rigor, not only contributes to the existing body of knowledge but also establishes a benchmark for future studies seeking to explore the complex interplay between leadership styles and the commitment of teachers in educational institutions.

III. RESULT

RESEARCH QUESTION 1: Does the stimulation of motivation have any relationship with commitment of teachers?

Variables	Mean	SD	r	r ²	r ² %	Remark
Stimulating motivation	3.30	.62	.711	.505	50.5	Related
Commitment of teachers	3.22	.62				

Table 1: the relationship between stimulating motivation and commitment of teachers

Table 1 shows the relationship between stimulating motivation and commitment of teachers. The result shows that a mean of 3.30, SD = .62 on stimulating motivation and 3.22, SD =.62 on the commitment of teachers. r-value of .711 indicated a positive relationship between both variables while r² value of .505 revealed that stimulating motivation account for the commitment of teachers by 50.5%. Thus, stimulation of motivation has a relationship with commitment of teachers.

RESEARCH QUESTION 2: Does knowledgeable stimulation have any relationship with commitment of teachers?

Variables	Mean	SD	r	r ²	r ² %	Remark
Knowledgeable stimulation	3.13	.60	.823	.677	67.7	Related
Commitment of teachers	3.22	.62				

Table 2: the relationship between knowledgeable stimulation and commitment of teachers

Table 2 shows the relationship between knowledgeable stimulation and the commitment of teachers. The result shows that a mean of 3.13, SD = .60 on knowledgeable stimulation and 3.22, SD =.62 on commitment of teachers. r-value of .823 indicated a positive relationship between both variables while r² value of .677 revealed that knowledgeable stimulation accounted for the commitment of teachers by 67.7%. Thus, knowledgeable stimulation has a relationship with commitment of teachers.

RESEARCH QUESTION 3: Do the elements of stimulating motivation and knowledgeable stimulation, as part of transformational leadership, have any relationship with commitment of teachers?

Variables	Mean	SD	r	r ²	r ² %	Remark
Stimulating motivation	3.30	.62	.767	.588	58.8	Related
Knowledgeable stimulation	3.13	.60				
Commitment of teachers	3.22	.62				

Table 3: the relationship between stimulating motivation, knowledgeable stimulation as elements of transformational leadership, and commitment of teachers

Table 3 shows the relationship between stimulating motivation, knowledgeable stimulation, and commitment of

teachers. The result shows that a mean of 3.30, SD = .62 on stimulating motivation, 3.13, SD = .60 on knowledgeable stimulation, and 3.22, SD =.62 on commitment of teachers. r-value of .767 indicated a positive relationship between the variables while r² value of .588 revealed that stimulating motivation and knowledgeable stimulation account for the commitment of teachers by 58.8%. Thus, elements of stimulating motivation and knowledgeable stimulation, as part of transformational leadership, have a relationship with commitment of teachers.

HYPOTHESIS 1: Stimulating motivation does not significantly relate to commitment of teachers.

		Stimulating motivation	Commitment of teachers
Stimulating motivation	Pearson Correlation	1	.711
	Sig. (2-tailed)		.307
	N	300	300
Commitment of teachers	Pearson Correlation	.711	1
	Sig. (2-tailed)	.307	
	N	300	300

Table 4: Pearson r on stimulating motivation and commitment of teachers

Table 4 revealed Pearson r on stimulating motivation and commitment of teachers. The result shows r-value of .711 and p-value of .307. Since the r-value of .711 is higher than p-value of .307 at 0.05 significance level, the hypothesis that stimulating motivation does not significantly relate to commitment of teachers was rejected. Thus, stimulating motivation was significantly related to commitment of teachers.

HYPOTHESIS 2: Knowledgeable stimulation does not significantly relate to commitment of teachers.

		Knowledgeable stimulation	Commitment of teachers
Knowledgeable stimulation	Pearson Correlation	1	.823
	Sig. (2-tailed)		.616
	N	300	300
Commitment of teachers	Pearson Correlation	.823	1
	Sig. (2-tailed)	.616	
	N	300	300

Table 5: Pearson r on knowledgeable stimulation and commitment of teachers

Table 5 revealed Pearson r on knowledgeable stimulation and commitment of teachers. The result shows r-value of .823 and p-value of .616. Since the r-value of .823 is higher than p-value of .616 at 0.05 significance level, the hypothesis that knowledgeable stimulation does not significantly relate to commitment of teachers was rejected. Thus, knowledgeable stimulation was significantly related to commitment of teachers.

HYPOTHESIS 3: Stimulating motivation and knowledgeable stimulation as elements of transformational leadership do not significantly relate to commitment of teachers.

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	46.450	2	22.735	.605	.451
Residual	21128.520	297	56.233		
Total	21174.970	299			

Table 6: Regression on stimulating motivation, knowledgeable stimulation as elements of transformational leadership, and commitment of teachers

Table 6 revealed regression analysis on stimulating motivation, knowledgeable stimulation as elements of transformational leadership, and commitment of teachers. Result of the analysis showed that F-calculated of (2,297) = .605 is higher than the F-critical of .451 at 0.05 significance level, this implies that stimulating motivation and knowledgeable stimulation as elements of transformational leadership do not significantly relate to commitment of teachers was rejected. Thus, stimulating motivation and knowledgeable stimulation as elements of transformational leadership is significantly relate to commitment of teachers.

IV. DISCUSSION

The positive correlation between stimulation of motivation and teachers' commitment is notably substantial, as evidenced by a statistically significant relationship of 50.5%. This finding can be attributed to the intertwined dynamics of intrinsic job satisfaction, heightened job engagement, perceived positive outcomes tied to performance, resilience in overcoming challenges, the fostering of a positive work environment, alignment with personal values, opportunities for professional growth, and recognition. Motivated teachers, finding intrinsic value and purpose in their roles, are likely to experience increased satisfaction and engagement, leading to a deeper commitment to their profession. The positive impact of motivation on resilience, autonomy, and recognition further reinforces the connection between motivational factors and the sustained commitment of educators. This finding aligns with the findings of Mutuku, Musyimi, and Kyallo (2022) who found a significant and positive relationship between stimulating motivation and commitment of teachers. Ghanizadeh and Asgari (2022) who found that teachers' motivation positively and significantly predicted work engagement and job commitment. Fernet, Austin, Brunstein, and Sensevy (2019) who found that stimulating motivation was positively associated with autonomous motivation and negatively with burnout among teachers. Muwanguzi (2015) who found that promotion, reward system, and training and development were all positively related to teachers' commitment.

The positive correlation between knowledgeable stimulation and teachers' commitment is notably substantial, as evidenced by a statistically significant relationship of 67.7%. This finding can be attributed to the inherent connection between an enriched learning environment and heightened professional dedication. Teachers experiencing knowledgeable stimulation are likely to find increased job satisfaction through continuous learning and skill enhancement, fostering a sense of efficacy and expertise. The perception that acquired knowledge directly contributes to improved teaching practices and student outcomes may reinforce a teacher's commitment to their role. Moreover, the positive impact of knowledgeable stimulation on professional growth, adaptability, and a sense of competence contributes to a comprehensive understanding of the profound relationship between knowledge enrichment and sustained commitment among educators. This finding is in agreement with findings of Noraazian, and Khalip (2022) who revealed a positive

correlation between knowledgeable stimulation and teacher commitment, indicating that teachers who perceived their principals as intellectually stimulating were more likely to be committed to their work. Al-Sa'adi and Al-Kathiri (2022) who indicated that knowledgeable stimulation had a significant positive effect on teacher commitment, suggesting that principals' efforts to encourage intellectual growth and innovation among teachers can enhance their commitment to the school and their profession. Onyemaechi and Okeke (2023) who revealed a significant positive correlation between knowledgeable stimulation and teacher commitment, indicating that principals' efforts to foster a stimulating and supportive learning environment can positively influence teacher commitment.

The positive correlation among stimulation of motivation, knowledgeable stimulation and teachers' commitment is notably substantial, as evidenced by a statistically significant relationship of 58.8%. This finding is because of interconnected influence of both motivational and knowledge-enhancing factors on educators' professional dedication. When teachers experience a combined stimulation of motivation and knowledge enrichment, they are likely to find increased job satisfaction, intrinsic fulfillment, and a strengthened sense of professional competence. The synergy between motivation and knowledgeable stimulation contributes to a dynamic and engaging work environment, fostering a deeper commitment to the teaching profession. Furthermore, the alignment of personal values with the broader educational mission, coupled with the perceived positive impact of both motivation and knowledge on teaching efficacy, likely reinforces teachers' sustained commitment. This finding highlights the multifaceted nature of teacher dedication, shaped by the interplay of motivational and knowledge-driven elements within the educational context. This finding supports Malela (2023) who found a positive correlation between stimulating motivation and commitment of teachers. The author also found that teachers who perceived their principals as more inspirational were more committed to their jobs. Nnadozie (2023) who found a positive correlation between principals' intellectual stimulation and commitment of teachers. It was also found that teachers who perceived their principals as more intellectually stimulating were more committed to their jobs. Abdullah, and Nordin (2022) who found that stimulating motivation and intellectual stimulation were both positively correlated with teachers' commitment to the organization and teaching profession. They found that teachers who perceived their principals as more inspirational and intellectually stimulating were more committed to their jobs. Gyamfi and Okyere (2023) who found a positive correlation between stimulating motivation and students' academic achievement students who attended schools with principals who were perceived as more inspirational had higher academic achievement scores.

V. CONCLUSION

The collective findings reveal a robust and intricate relationship between motivational and knowledge-related factors with teachers' commitment, as demonstrated by

statistically significant positive correlations. The substantial correlation of 50.5% between motivation and commitment underscores the pivotal role of motivational stimuli in fostering educators' sustained dedication. Moreover, the highly significant correlation of 67.7% between knowledgeable stimulation and commitment emphasizes the profound impact of continuous learning and skill development on teachers' professional allegiance. The combined positive correlation of 58.8% among motivation, knowledgeable stimulation, and commitment highlights the synergistic effect of aligning motivational factors with knowledge enrichment, creating a dynamic and fulfilling professional environment. In conclusion, these findings collectively affirm the importance of addressing both motivational and knowledge-driven aspects to enhance and sustain teachers' commitment to the religious educational institutions.

VI. RECOMMENDATIONS

The following recommendations can be drawn to enhance educators' dedication.

- ✓ Religious educational institutions should implement comprehensive professional development programs that seamlessly integrate both motivational and knowledge-enhancing components. This approach ensures that teachers have access to continuous learning opportunities while also addressing motivational factors, fostering a sense of purpose and satisfaction in their roles.
- ✓ Religious educational institutions should establish initiatives that recognize and appreciate teachers for their commitment and efforts in both motivation and knowledge enhancement. Acknowledging their contributions reinforces a positive work environment, boosts morale, and strengthens the connection between professional dedication and institutional appreciation.
- ✓ Religious educational institutions should develop personalized support structures that cater to individual teachers' motivational needs and facilitate ongoing knowledge enrichment. Recognizing and catering to the diverse motivations and learning styles of educators can contribute to higher levels of commitment and job satisfaction.

Religious educational institutions should provide leadership training to administrators to equip them with effective strategies for fostering motivation among teaching staff. Strong leadership that understands and implements motivational techniques can significantly impact the overall commitment of teachers, creating a culture of enthusiasm and dedication within the institution.

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