



# **Job and Organizational Commitment of Public Secondary School Teachers in Oyo State, Nigeria**

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## **Abstract**

The study determined the level of job commitment and organizational commitment dimensions of public secondary school teachers in Oyo State, Nigeria. Descriptive research design was used to guide the study. The population consisted of eleven thousand, seven hundred and thirty-two (11,732) teachers in public secondary schools in Oyo state from which multi stage sampling procedure was used to obtain two thousand, seven hundred and twenty-six (2,276) respondents while descriptive statistics of simple percentage, mean, and frequency were used to analyze the data obtained for the study. Findings of the study revealed that job commitment of public secondary school teachers was low (weighted mean = 2.31), affective organizational commitment was moderate (weighted mean = 2.62), continuance organizational commitment was high (weighted mean = 3.24) and normative organizational commitment was low (weighted mean = 1.77). Low level of job commitment among public school teachers was not unconnected to turnover intention indices such as workload, promotional prospect and teacher autonomy. The study, therefore, it was recommended that all hands should be on deck in order to devise necessary measures to ensure that teachers are more committed to their jobs which can be accomplished through genuine inspiration, a strong leadership style, and creation of an empowering environment that fosters education and learning, and a strong cultural recognition of the teaching profession. Also, government should ensure adequate educational planning or create a framework to encourage teachers to develop affective organizational commitment. Such policies should also aim at reducing to the barest minimum continuance organizational commitment among public secondary teachers, which was discovered to be high in this study.

**Keywords:** Job Commitment, Organizational Commitment, Public School Teachers

## **Introduction**

Job commitment can be defined as an employee's level of enthusiasm for tasks assigned to him or her at work; it is a person's sense of responsibility for the goals, mission, and vision of the organization with which he or she is associated to. Job commitment of workers in all organizations is without a doubt one of the

variables that determines organizational success and survival. As a result, issues relating to job commitment and how organizations can channel their efforts, policies, and resources towards increasing it among workers for the benefit of the organization have frequently been a topic of discussion in academic circuits or gatherings. The achievement of educational goals and objectives

in the school system may be impossible without committed teachers who serve as the primary facilitators of teaching and learning. Teaching as a life-building profession necessitates individuals who will go above and beyond official expectations to assist the school and students in achieving the set goals. In fact, the multidimensional functions of teachers as facilitators, role models, mentors, fathers and mothers cannot be effectively carried out without a high level of passion, love, sacrifice, and attachment to students, schools, and teaching as a profession in general. This is due to the fact that committed teachers are likely to be interested in whatever is going on in their schools, and such teachers will almost certainly get involved earnestly without strict supervision.

A teacher who is committed and loyal to his or her job will do more and better work than what is specified in job descriptions, according to (Raziq, 2015). He went on to say that he or she is likely to exhibit the following positive behaviors at school: high levels of job satisfaction, organizational citizenship, punctuality, dedication to school work, making extra time for students after school hours, implementing diverse teaching methods in the classroom, and improvising instructional materials when they are not available. To that end, it can be stated that creating and maintaining job commitment among teachers in schools is important because teachers who are highly committed are more likely to stay on the job longer, perform better than their uncommitted colleagues, and are full of excitement to contribute positively to the success of the school. Such teachers may also be willing to go the extra mile for the students and the school in order for the school's goals and objectives to be met.

A critical examination of the Nigerian educational system in general, and public secondary schools in particular, revealed that the level of job commitment among teachers appears to have deteriorated over time. Similarly, it was established in a review that a low degree of job commitment among public secondary school teachers is one of the critical elements causing low student performance in external examinations in Nigeria (Bello, 2018). Again,

low job commitment of teachers appears to be a major factor contributing to poor academic performance of students in Nigeria (Asamoah, 2016). This may likely to be the cause of a large number of public secondary school students dropping out and, in some cases, being unable to gain admission to courses of their choice at a higher education institution. Without committed teachers, high-quality education and achievement of educational goals and objectives of educational institutions may be impossible. In light of this, studies have identified the following as determining factors responsible for the observed low level of teachers' job commitment in public secondary schools in Nigeria: low level of job security, poor relationship between teachers and students, poor work condition and environment, low level of availability of resources in schools, low salary scale when compared to other professions, and poor status of teachers in the society among others (Salleh, 2016). Given the significance of job commitment in achieving school objectives, it is necessary to investigate the level of job commitment among public secondary school teachers in Oyo State, Nigeria.

Organizational Commitment appears to be one of the most important factors determining an organization's success in a competitive environment, educational organizations inclusive. In more concrete terms, organizations filled with employees who have affective organizational commitment are more likely to experience effectiveness, performance, achievement of the organization's short- and long-term visions, decreased turnover and absenteeism, apathy, ineptitude, and sabotage at both the individual and institutional levels. Normative and Continuance Commitment, on the other hand, are more likely to result in institutional failure (Sharma, 2015). In the school system, it can be stated that without teachers who are engrossed in their jobs, no academic institution can ensure long-term sustainability and quality (Oludeyi, 2015). As a result, the emphasis placed on the role of organizational commitment in the effective use of the human factor as a foundation for organizations, particularly educational institutions, is regarded as an important indicator of success or failure.

Affective Commitment is a dimension of Organizational Commitment (OC) that causes employees to become emotionally attached to the organization and feel happy as a result of being a part of or a member of it, or their acceptance of the organization as a part of their family and loyalty to it (Nafei, 2014). It is referred to as employees' identification with, involvement in, and attachment to their organizations because they want to work cooperatively to complete assigned tasks and make changes in their ability to achieve organizational goals. When a teacher is emotionally attached to his or her job as a teacher, it indicates that the teacher falls under the affective dimension of organizational commitment. This could also be reflected in the passion that such a teacher has for teaching his or her students; he or she would be willing to go the extra mile to ensure that the student understands the topic being taught. Unfortunately, experience revealed that a number of teachers in public secondary schools in Oyo State have a low level of passion for the teaching profession. For example, most teachers in the schools visited were not seen to be genuinely connected to showing calling or passion for teaching, as the majority of them consolidated teaching work with personal businesses even at the expense of their primary assignments at school.

Continuance Organizational Commitment dimension refers to employees' commitment to continue with organization membership because of personal expectations and profits; in other word, the employees' evaluations of the costs of leaving or discontinuing a particular activity in their organizations; hence, deciding to staying with their organizations because they perceive poor alternatives or high costs associated with leaving (Odoch, 2014). Continuance commitment is calculative in nature because of the individual's perception or weighing of costs and risks associated with leaving the current institution. These are either the personal sacrifices associated with leaving or lack of alternatives available to the employee. When a teacher stays in the teaching profession because he or she has little or no alternative even if he or she want to leave, or because of high cost of leaving, it is assumed that such teacher belongs to continuance dimension of organizational commitment. The likely effect of

this could be seen in the low level of passion in teaching and job commitment in such a teacher. Similarly, such teacher may likely be more involved in personal businesses at the expense of their primary assignment which is teaching. This may likely deter the achievement of educational objectives. Among public secondary school teachers in Oyo State, this dimension of organizational commitment seems to be high.

Normative Organizational Commitment is related with how much employees' feel they should to stay at their institution in order to feel sense of responsible and loyalty to their institution because they feel it is the correct and moral thing to do (Odoch, 2014). It also refers to a sense of obligation to the organizations based on feelings of gratitude for inducements they have received from the institution, such as training and personal development. In normative commitment, employees feel a sense of guilt about the possibility of leaving. In the school settings, when a teacher feels he or she owe his or her school a lot and as such he or she is not willing to leave the profession, then, it can be said that such a teacher belongs to normative dimension of organizational commitment. Such dimension of organizational commitment is not likely to produce a positive result as much as expected because such teacher is assumed to remain in teaching profession because he or she has a sense of obligation to the school probably because the school has invested resources in him or her in terms of providing training opportunities, conferences, seminars refresher courses and so on. Hence, the kind of motivation to stay is not intrinsic.

#### *Statement of the Problem*

Teachers' low level of commitment to their jobs has been a source of concern to educational stakeholders in Nigeria, particularly in Oyo State. Based on observations, job commitment among public secondary school teachers in Oyo State appears to be declining, which may have an impact on student academic achievement. The multiplier effects of the low level of job commitment are visible in the degree of teacher dedication, as evidenced by Oyo State's recent WAEC rating, which placed it below states such as Abia, Rivers, Edo, Lagos, and others (WAEC,

2019). Also, these days, teachers do not appear to be willing to go the extra mile for the achievement of school objectives, preferring instead to engage in personal businesses. These observed phenomena could be due to a variety of factors, including the organizational commitment dimension exhibited by teachers. Many studies have been conducted on job commitment and the factors that influence teachers' commitment, but it appears that there are few studies that accessed level of public secondary school teachers' job commitment in Oyo State and the dominating organizational commitment dimension among them. Therefore, this study investigated the job and organizational commitment of public secondary school teachers in Oyo State. In this regard, the objectives of the study are to:

- a. identify the level of job commitment among public secondary school teachers in Oyo State; and
- b. determine the level of organizational commitment dimensions (affective, normative and continuous) among public secondary school teachers in Oyo State.

### **Method**

This study adopted a descriptive research design. This strategy employs the most common method of gathering information from a delegate population in order to deliver a result that can be applied to the entire population. The design was used in light of the fact that the study was worried about the collection of information with the end goal of portrayal and translation with no type of control. Additionally, since all teachers in schools in Oyo State can't be reached because of the huge population, the study was carried out using teachers from schools in the state with the aim of acquiring an outcome that could be summed up to the whole population. The population of the study included all teachers in public secondary schools in Oyo state, Nigeria. As at the time of this study, the total number of public secondary schools in Oyo state was three hundred and twenty-four (324), and were conveyed the thirty-three (33) local government areas in the state. Likewise, there are eleven thousand seven hundred and thirty-two (11,732) teachers in the schools.

Multi-stage sampling procedure was used to select the sample for the study. At stage one, Simple Random Sampling Technique was used to choose four (4) schools in every local government in the state. This was on the grounds that Olorunsogo government with four schools has the least number of schools, thus, four schools were used as benchmark to guarantee all local governments in Oyo State are obliged. Furthermore, Slovin's equation;  $n = N/(1+Ne^2)$ , where  $n$  is the sample size,  $N$  is the population size, and  $e$  is the degree of freedom (0.05) was utilized to decide sample size in every one of the selected schools. This gave an aggregate of two thousand two hundred and seventy-six (2,276) sampled teacher for the study.

Self-developed four Likert scaled instrument was used to collect data for the study, it was titled (OGPSCTJC), The instrument contained two (2) sections namely; Sections: A and B. Section A contain items on demographic characteristics of respondents such as gender, age range, years of teaching in the present school, school location, average number of student in the class, number of subject taught per term, number of arms of classes taught for a subject in a day, number of administrative duties and how often the teacher is promoted in the school. Section B was subdivided into three namely Section B1, B2 and B3. Sub-section B1 contain items carefully structured to determine level of job commitment of public secondary school teachers such as: how often do teachers comes to school early, takes school work home, spends extra hours after closing for students' progress, provides service to the school out of their convenience, spends personal money to buy teaching aids, discharges duties without being supervised, be in agreement with educational policies, works independently and uses their own method to teach.

Sub-section B2 contain standardized items on Organizational Commitment, it housed twelve items specifically designed to collect information on dimensions of Organizational Commitment. Under this subsection, items 1-4 measures Affective, 5-8 measures continuance while items 9-12 measures normative organizational commitment.

The questionnaire used in this study was subjected to face and content validity. For this purpose, the instrument was scrutinized by experts in research items generation in the Faculty of Arts and Education Lead City University and University of Ibadan. For the purpose of the reliability of the instrument used in this study, a pilot study was carried out by administering samples the questionnaire to a group of fifty (50) teachers in Ibadan metropolis who were exempted deliberately from the actual study. Result was analyzed and cronbach's alpha coefficient  $r = 0.87$  was generated meaning the instrument was highly reliable. Data collected were analyzed using frequency counts, simple percentage, mean and standard deviation, all results were presented in tables and chart.

## Results

### *Questionnaire Return/Response Rates*

Out of two thousand seven hundred and twenty-six (2,726) copies of the questionnaire that were distributed on the study field, two thousand six hundred and twenty-seven (2,627) were retrieved and found useful for the study. This implies that (96%) retrieval was achieved; this also means that ninety-nine (99) questionnaires representing (3.63%) were not retrieved or not filled correctly.

### *Research Question One*

What is the identified level of job commitment among public secondary school teachers in Oyo State?

**Table 1: Level of Job Commitment among Public secondary school Teachers in Oyo State**

S/N	Items (I)	AL	SE	R	N	Mean	SD	Remark
1	take school work home	57 (2.2%)	170 (6.5%)	2152 (81.9%)	248(9.4%)	2.01	0.496	Low
2	spend extra time after closing hours for students' progress	57 (2.2%)	149 (5.7%)	1942 (73.9%)	479 (18.2%)	1.92	0.565	Low
3	spend my personal money to buy teaching aids	57 (2.2%)	170 (6.5%)	2356 (89.7%)	44 (1.7%)	2.09	0.400	Low
4	provide service to my school out of my convenience	57 (2.2%)	476 (18.1%)	2051 (79.1%)	43 (1.6%)	2.21	0.491	Low
5	discharge my duties without being supervised	2043 (77.8)	170 (6.5%)	370 (14.1%)	44 (1.7%)	3.57	0.012	High
6	Be in agreement with edu. policies on matters relating to employees, the schl. and students	57 (2.2%)	63 (2.4%)	2103 (80.1%)	404 (15.4%)	1.91	0.507	Low
7	Use your own method to teach	536 (20.4%)	340 (12.9%)	1583 (60.3%)	168 (6.4%)	2.47	0.886	Low

**Weighted Mean = 2.31 Low**

*Source, Field survey, 2021*

**KEY:** AL = Always (4), SE = Seldom (3), R = Rarely (2) and N= Never (1)

**\*\*\*Threshold:** mean value of  $\geq 3.00$  (High), 2.5-2.99(Moderate) and  $< 2.50$  (Low)

Table 1 shows the level of job commitment of public secondary school teachers in Oyo State. The Table revealed that 57 (2.2%) always take school work home as a sign of commitment to their job, 170 (6.5%) seldom, 2,125 rarely, while 248 (9.4%) never take school work home as a sign of commitment to work. The table also showed that 57 (2.2%) always, 149 (5.7%) seldom, 1942 rarely and 479 (18.2%) never spend extra time after school hours for students' progress as a sign of job commitment. Similarly, 57 (2.2%) always, 170 (6.5%) seldom, 2356 (89.7%) rarely and 44 (1.7%) never spend their personal money to buy teaching aid as a sign of commitment to their job. The table further revealed that 57 (2.2%) always, 476 (18.1%) seldom, 2,051 (79.1%) seldom and 43 (1.6%) never provide services to their schools out of their convenience as a sign of commitment to their job. Further, the table shows that 2,043 (77.8%) always, 170 (6.5%) seldom, 370 (14.1%) rarely

and 44 (1.7%) never discharge their duties without being supervised. Also, the table showed that 57 (2.25%) always, 63 (2.4%) seldom, 2,103 (80.1%) rarely, and 404 (15.4%) never agree with educational policies on matters relating to employees, the school, and students. Finally, 536 (20.4%) always, 340 (12.9%) seldom, 1583 (60.3%) rarely and 168 (6.4%) never use their own method to teach as a sign of commitment to their job. The Table further reported that the weighted mean of 2.31, signifying that teacher job commitment in public and secondary schools in Oyo State is low.

### *Research Question Two*

What is the perceived level of organizational commitment dimension (affective, normative and continuous) among public secondary schools' teachers in Oyo State?

**Table 2:** Level of Affective Organizational Commitment (AOC) among Public secondary school Teachers in Oyo State

S/N	I :	AL	SE	R	N	Mean	SD	Remark
1	Would be happy to spend the rest of my career as a teacher	406 (15.5%)	797 (30.3%)	1270 (48.3%)	154 (5.9 %)	2.55	0.821	Moderate
2	Really feel as if the problems affecting teaching job is mine	406 (15.5%)	797 (30.3%)	1213 (46.2%)	211 (8.0%)	2.53	0.848	Moderate
3	Teaching my students is a great deal of personal meaning to me	516 (19.6%)	997 (38.0%)	960 (36.5%)	154 (5.9%)	2.71	0.845	Moderate
4	Emotionally attached to teaching job	593 (22.6%)	797 (30.3%)	1083 (41.2%)	154 (5.9%)	2.70	0.883	Moderate
Weighted Mean = 2.62 Moderate								

*Source, Field survey, 2021*

**KEY:** AL = Always (4), SE = Seldom (3), R = Rarely (2) and N= Never (1)

**\*\*\*Threshold:** mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

The analysis of the responses to four items in the research instrument to assess the level of affective organizational commitment among public secondary school teachers in Oyo State is discussed is displayed in Table 2. As evident in Table 2, 406 (15.5%) teachers would be happy to spend the rest of their careers as teachers. 797 (30.3%) teachers, 1270 (48.3%) teachers, and 154 (5.9%) teachers would not be happy to spend the rest of their lives in the teaching profession. Also, 406 (15.5%) always, 797 (30.3%) seldom, 1213 (46.2%) rarely and 211 (8.0%) never

feel as if the problem of teaching is their own. Similarly, 516 (19.6%) always, 997 (38.0%) seldom, 960 (36.5%) rarely, and 154 (5.9%) never see teaching as having a great deal of personal meaning. Lastly, 593 (22.6%), 797 (30.3%), 1083 (41.2%) and 154 (5.9%) of teachers are emotionally attached to their teaching jobs. The table further presented a weighted mean of 2.62. This implies that there is a moderate level of affective organizational commitment among public secondary school teachers in Oyo State.

**Table 3: Level Continuance Organizational Commitment (COC) among Public secondary school Teachers in Oyo State**

S/N	I feel:	AL	SE	R	N	Mean	Standard Deviation	Remark
1	it would be hard for me to leave teaching job right now even if I wanted to	912 (34.7%)	1458 (55.5%)	164 (6.2%)	93 (3.5%)	3.21	0.711	High
2	too much of my life would be disrupted if I leave teaching job now	912 (34.7%)	1297 (49.4%)	325 (12.4%)	93 (3.5%)	3.15	0.768	High
3	I have few options to consider leaving teaching job	1077 (41.0%)	1293 (49.2%)	164 (6.2%)	93 (3.5%)	3.28	0.733	High
4	one of the negative consequences of leaving teaching job would be the scarcity of available alternatives elsewhere	1268 (48.3%)	1102 (41.9%)	164 (6.2%)	93 (3.5%)	3.35	0.752	High
Weighted Mean = 3.24 High								

Source, Field survey, 2021

**KEY:** AL = Always (4), SE = Seldom (3), R = Rarely (2) and N= Never (1)

\*\*\***Threshold:**  $\geq 3.00$  (High), 2.5-2.99(Moderate) and  $< 2.50$  (Low)

Table 3 shows analysis of responses to items to assess the level of continuance organizational commitment among public and secondary school teachers in Oyo State. Deducing from the table, 912 (34.7%) public school teachers always feel it would be hard to leave the teaching profession now even if they wanted to, 1458 (55.5%) seldom, 164 (6.2%) rarely and 93 (3.5%) never. Similarly, 912 (34.7%) always, 1297 (49.4%) rarely, 325 (12.4%) rarely, and 93 (3.5%) believe that leaving their teaching jobs now would disrupt too much of their lives. Furthermore,

1077 (41.0%) always, 1293 (49.2%) seldom, 164 (6.2%) rarely, and 93 (3.5%) never feel they have few options to consider leaving their teaching job. Again, 1268 (48.3%) always, 1102 (41.95) seldom, 164 (6.2%) rarely, and 93 (3.5) never feel one of the negative consequences of leaving the teaching profession would be the scarcity of available alternatives elsewhere. The Table further presented a weighted mean of 3.24. This implies that the level of continuance organizational commitment among public secondary school teachers in Oyo State is high.

**Table 4: Level of Normative Organizational Commitment (NOC) among Public secondary school Teachers in Oyo State**

S/N	I :	AL	SE	R	N	Mean	Standard Deviation	Remark
1	would feel guilty if I leave teaching job	303 (11.5%)	176 (6.7%)	834 (31.7%)	1314 (50.0%)	1.80	0.994	Low
2	feel teaching job deserves my loyalty	306 (11.6%)	54 (2.1%)	956 (36.4%)	1311 (49.9%)	1.75	0.962	Low
3	would not leave teaching job now because of my sense of obligation to it	304 (11.6%)	127 (4.8%)	801 (30.5%)	1395 (53.1%)	1.75	0.990	Low
4	Owe a great deal to teaching job	306 (11.6%)	117 (4.5%)	834 (31.7%)	1370 (52.2%)	1.76	0.986	Low
Weighted Mean = 1.77 Low								

Source, Field survey, 2021

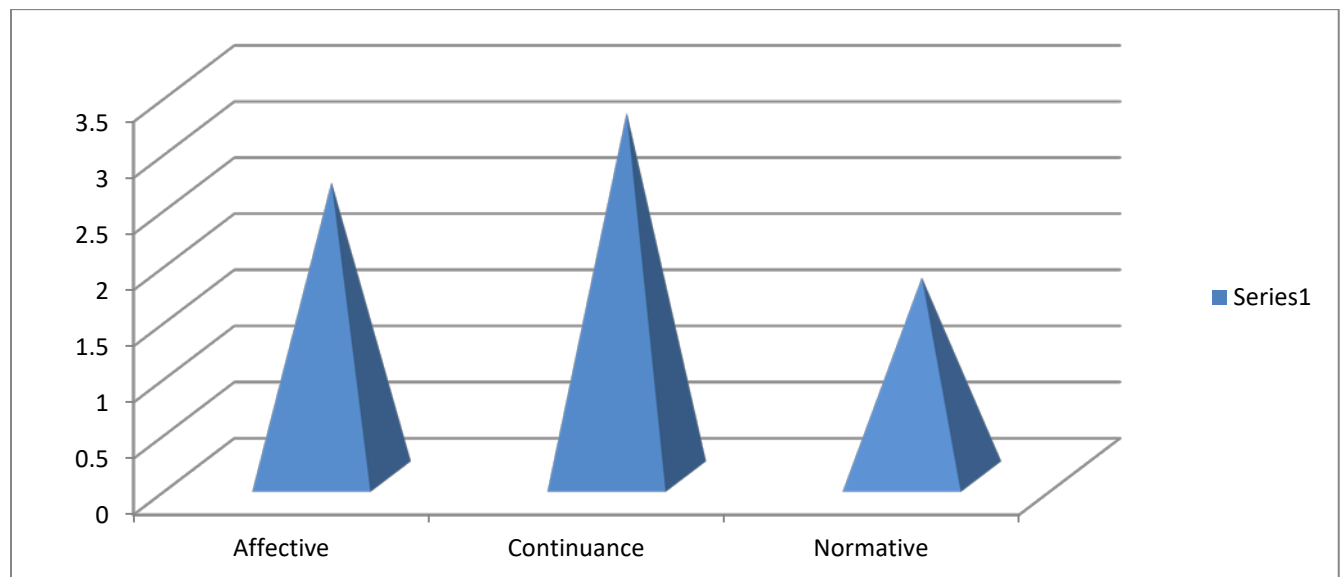
**KEY:** AL = Always (4), SE = Seldom (3), R = Rarely (2) and N= Never (1)

**\*\*\*Threshold:** mean value of  $\geq 3.00$  (High), 2.5-2.99 (Moderate) and  $< 2.50$  (Low)

Table 4 shows the findings on the level of normative organizational commitment among Oyo State public secondary school teachers. According to the table, 303 (11.5 percent) always feel guilty about leaving the teaching profession, 176 (6.7 percent) rarely feel guilty, and 834 (31.75) never feel guilty about leaving the teaching profession. Similarly, 306 (11.6 percent) always, 54 (2.1 percent) seldom, 956 (36.45) rarely, and 1311 (49.9 percent) never believe teaching is worthy of their loyalty. Similarly, 304 (11.6 percent) of teachers always feel obligated to

teach, 127 (4.8%) seldom, 801 (30.5%) rarely, and 1395 (53.1 percent) never feel obligated to teach. Furthermore, 306 (11.6 percent) always feel they owe a lot to their teaching job, 117 (4.5 percent) seldom, 834 (31.7 percent) rarely, and 1370 (52.2 percent) never feel they owe a lot to their teaching job. The Table also presented a weighted mean of 1.77. This implies that normative organizational commitment is low among public secondary school teachers in Oyo state.

**Figure 1:** Levels of Organizational Commitment Dimensions among public secondary school teachers in Oyo State



Source; Field survey, 2021

Based on the findings shown in Tables 1, 2 3 and 4 as well as in figure 1, it can be concluded that public secondary school teachers in Oyo State have a high level of continuance organizational commitment in the long run. Affective organizational commitment is moderate, while normative organizational commitment is low. This means that the vast majority of teachers in Oyo State's public and secondary schools are members of the organization's continuance commitment. This could explain the observed low level of job commitment among these teachers, as it implies that the majority of them

remain in the teaching profession because they believe it would be difficult to leave now, as too many aspects of their lives would be disrupted, and few options are available.

### Discussion

Research Question one which was detailed to decide level of job commitment among public secondary school teachers in Oyo State. Findings of this showed that job commitment of public secondary school teachers was low, this position was supported by many empirical studies, for instance, a study linked poor academic



achievement of public secondary school student in Nigeria to low level of job commitment among teachers (Alkhishrum, 2011). Another study found that forty percent of teacher's punctuality is on the wane (Kannan, 2017). A related study also found that teachers are not emotionally attached or morally obligated to the norms and values of the school system (Awolusi, 2015). Another study posited that level commitment is an indication that teachers in Nigerian public secondary schools lack passion for the profession which is limiting the attainment of secondary education objectives (Ari, 2017).

Research Question two investigated level of organizational commitment dimensions among public secondary school teachers in Oyo State. Result obtained showed that affective dimension of organizational commitment is moderate; continuance is high while normative organizational commitment is low among public secondary school teachers in Oyo State. This implies that public secondary school teachers are moderately interested in spending the rest of their career as a teacher, feel problems affecting teaching profession is theirs' sees teaching students as a great deal to them, emotionally attached to teaching profession. It was also found in the study that teachers highly feel that it would be hard for them to leave teaching profession even if they wanted to, too much of their life would be affected if they leave teaching profession now, few options are available to think of teaching profession and negative consequence of teaching profession is unemployment. Similarly, the study found that that is low level of normative organizational commitment among public secondary school teachers in Oyo State, this implies that teachers have low feelings that they would feel guilty if they leave teaching profession, teaching deserves their loyalty, have sense of obligation to teaching profession and owe a great deal to teaching profession. This finding partially contradicts the submission of a study, which submitted that affective and normative commitment were low while continuance commitment was high among teachers (Alkhishrum, 2011). This might be as a result of the unemployment situation in the state and the country at large. Teachers might show reasonable commitment in the school system

because of the difficulty in securing alternative employment opportunity in the state. The low level observed in affective and normative could be linked to norm and value differentials, limited opportunities for further training or staff development among teachers. The personal value, aspiration and needs of teachers could be different from the norms and objectives of the school. A situation where teachers are not encouraged through participation in professional development could be responsible for the observed decline in normative commitment (Altarawneh, 2014).

### *Conclusion*

Based on the findings on research question one asked to determine the level of job commitment of public secondary school teachers in Oyo State, it was concluded that level of job commitment of public secondary school teachers in Oyo State is low.

Result on research question two asked to assess level of affective organizational commitment among public secondary school teachers in Oyo State showed that there is moderate level of affective organizational commitment among public secondary school teachers in Oyo State. It also showed that moderate level of continuance organizational commitment among public secondary school teachers in Oyo State, as well as low level of normative organizational commitment dimension.

### *Recommendations*

Considering the findings of this study, the following recommendations were made:

1. All hands should be on deck in order to devise the necessary measures to ensure that teachers are more committed to their jobs. This can be accomplished through genuine inspiration, a strong leadership style, the creation of an empowering environment that fosters education and learning, and a strong cultural recognition of the teaching profession.
2. The government should ensure adequate educational planning or create a framework to encourage teachers to develop affective organizational commitment. Such policies should also aim to reduce the barest

minimum continuance organizational commitment among public secondary teachers, which was discovered to be high.

3. Governments and other stakeholders should work to create a positive school climate that encourages high-affective organizational commitment and reduces intentions to leave.

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