

Organizational Commitment, Gender and Public Secondary School Teachers' Job Commitment in Oyo State, Nigeria

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Abstract

Teachers job commitment cannot be overemphasized as it could be reflected in the students' academic performance. Researchers have observed that the teachers' job commitment is dwindling recently which may be due to so many factors. This study examined the influence of organizational commitment and gender differences on job commitment among Oyo State public secondary school teachers. Three (3) questions and hypotheses were proposed, three hundred forty (324) teachers were sampled using a multistage sampling procedure with a simple random sampling technique, data were collected using a self-created instrument, and a pilot study was conducted to test the instrument's reliability. The data collected was analyzed using descriptive and inferential statistics. Test of hypothesis one on the combined influence of organizational commitment on the job commitment of public secondary school teachers in Oyo State showed a significant result at ($F = 94.456$; $P < 0.05$), while the test of hypothesis two on the relative influence of organizational commitment on the job commitment of Oyo State public secondary school teachers showed Affective Organizational Commitment (Beta = 0.252, $t = 9.020$, $P < 0.05$), Normative Organizational Commitment (Beta = 0.145, $t = 5.134$, $P < 0.05$) and Continuance Organizational Commitment (Beta = 0.039, $t = 2.139$, $P < 0.05$). Furthermore, the gender difference in teachers' job commitment in Oyo State public secondary schools is significant ($P < 0.05$). It was concluded that there was a significant combined influence of organizational commitment and gender on the job commitment of public secondary school teachers in Oyo State. Similarly, it was found that female teachers are more committed than males. Therefore, the Nigerian government and education stakeholders should work together to provide measures to support the affective component of organizational commitment among public secondary school teachers in Oyo State.

Keywords: Organizational Commitment, Gender, Job Commitment of Public Secondary School Teachers.

INTRODUCTION

Job commitment is one of the criteria that influence organizational performance and survival. It is a person's sense of responsibility for the organization's goals, mission, and vision. Therefore, how organizations might direct their efforts, policies, and resources toward developing it has been a major theme of discussion in academic circles. Teachers' multifaceted roles cannot be carried out effectively without a great level of passion, love, and sacrifice. Teaching as a life-building career demands individuals who will go above and beyond official expectations. Without it, achieving educational goals and objectives may be difficult.

A dedicated and loyal teacher will certainly generate more and better work than specified in the job description. Teachers who are committed to their profession are more likely to stay on the job longer and perform better than those who are not. Such teachers might also be willing to go above and above for their students and the school.

A critical assessment of the Nigerian educational system in general and public secondary schools, in particular, indicated that teachers' work commitment appeared to have declined over time. This low commitment among public secondary school teachers is one of the major factors contributing to low student performance in external examinations in Nigeria. (Bello, 2018).

This is most likely the cause of a huge number of Nigerian students dropping out or being unable to enrol in courses of their choice at a higher education institution. The government, its agencies, school owners, and other stakeholders must be properly educated on the underlying issues that contribute to the observed low level of job commitment among public secondary school teachers. This is crucial because high-quality education and attainment of educational goals and objectives may be unachievable without devoted teachers'.

Organizational commitment is a circumstance in which an employee favours a specific organization as

well as the organization's goals and wishes to remain a member of the organization. It is an individual's attitude that displays how well they know and adheres to their organization. Similarly, it may be defined as the degree to which a person is committed to an organization and its objectives. It is a psychological condition of an individual that is related to faith, trust, and a deep enthusiasm for an organization's aims and beliefs.

As a result, the organizational commitment (OC) conceptual model has three dimensions: emotional, normative, and continuance. While the affective attachment is determined by an employee's choice to remain committed to the organization due to some emotional identification, normative commitment is the individual's feelings of obligation based on perceived attachment to the organization, and continuance is the extent to which an employee feels committed due to his or her economic circumstances. In other words, affective organizational commitment is emotionally motivated, whereas continuance organizational commitment is profit-motivated, and normative organizational commitment is obligatorily motivated.

The idea of organizational commitment as a predictor of work commitment in an organization has come to the attention of education managers in general and the human resource department in particular. For example, one of the major responsibilities of human resource management is to identify the elements that lead to employee commitment and then harness that information to increase employee job commitment, retention, and productivity.

A detailed examination of events in Nigerian public secondary schools suggests that most teachers are unconcerned with their jobs, particularly when it comes to providing instruction. Some were even missing from school during the pre-survey for this study. The repercussions of these activities are not improbable, as they have been linked to perceived poor student academic accomplishment.

Many researchers have investigated gender disparities in professional interests. It has been identified as a key predictor of people's interests in various activities and jobs (Holland 1997; Lippa 1998). Its roles are an important predictor of young people's career objectives and aspirations (Dinella, 2014; Weisgram, 2010). People are more inclined to choose occupations that correspond to their gender roles. According to Holland's career choice theory based on a realistic, investigative, artistic, social, enterprising, and conventional (RIASEC) model, females are more interested in social and artistic occupations such as teaching, social work, and so on, than males, who are more interested in realistic occupations such as engineering (Holland 1997).

One of the most intriguing parts of recent studies has been the relationship between gender and teacher job commitment. Gender influence on teacher work commitment has been recorded with varied findings; for example, male and female teachers behave differently in the classroom, and pupils may react differently to their teachers' behaviours.

It is often assumed that gender impacts one's attitude and traits. Gender roles, according to Salami (2001), quoting Worell (1978), are cultural expectations about ideas, attitudes, and actions associated with masculinity and femininity. This thinking may affect job commitment. Job commitment has gained importance in management discourse since it is vital to an organization's goal achievement, innovation, and stability. Every organization needs to recruit and retain a well-qualified workforce.

In certain countries, the ratio of men to women working in various occupations varies substantially (Salami, 2001). This disparity might be linked to gender discrimination and the widely held belief that certain occupations should be judged by their sex. It builds trust among employees, managers, owners, agencies, and other stakeholders in any firm. As a result, it improves the organizational climate and fosters better superior-subordinate interactions. Stronger and more widespread devotion may aid in the development, expansion, and survival of groups (Awamleh, 1996).

In many countries, women outnumber males in the teaching profession, particularly at the primary and secondary levels (Drudy 2008; Kelleher 2011). While the "feminization" of the teaching profession has long been a trend in wealthy economies, it is also becoming a trend in developing nations (Kelleher 2011). There are two key causes of the global feminization of the teaching profession. First, socioeconomic advancements have increased work opportunities, motivating more male employees to explore alternative industries, either for more pay or simply for curiosity and exploration, resulting in more teaching career opportunities for women (Kelleher 2011).

According to Habomubisha (1994), women in the education sector appear to be more committed to their jobs than their male counterparts, who frequently leave teaching to pursue better pastures. Numerous studies have indicated that women are more committed than men. Carls, Sandra, and Fernand (2010) Stewart, Mark, Melissa, and Michael (2007) discovered that female employees had higher continuance commitment levels than males, implying gender differences in perceived job commitment characteristics. Against this background, this study investigated the influence of gender and organizational commitment on the job commitment

of public secondary school teachers in Oyo State, Nigeria.

Statement of the Problem

Teachers' low level of job commitment has been a cause of worry for educational stakeholders in Nigeria, notably in Oyo State. According to the researcher's observations, job commitment among public secondary school teachers in Oyo State appears to be dropping, which may influence students' attitudes and willingness to learn. For example, between 2009 and 2019, teachers' job commitment appeared to fluctuate, which affected students' academic achievement in the West African Examination Council (WAEC) assessment of Nigerian states.

The multiplying effects of this are visible in Oyo State's WAEC ranking, which places it behind states like Abia, Rivers, Edo, Lagos, and others. Furthermore, teachers do not appear to be eager to go the extra mile to attain school objectives these days, preferring to engage in personal companies. These observed phenomena might be attributed to several factors, including the teachers' organizational commitment and gender. Even though much research on the job commitment of school teachers has been undertaken, little emphasis appears to have been paid to how organizational commitment (affective, normative, and continuance characteristics) might determine the job commitment of teachers, particularly those in the public sector. Similarly, research on gender commitment to teaching appears to provide unclear results.

In an international review of research, Guarino (2006) revealed that female teachers have greater levels of dedication, favourable views about the teaching profession, and an intention to enter the teaching profession than male teachers. According to Maliki (2013), female student-teachers in Nigeria showed more favourable opinions regarding the teaching profession than males. Guarino (2006) discovered that female student-teachers and in-service teachers had higher attrition rates than males; Ingersoll (2001) discovered that male teachers in the United States were less likely to leave than female teachers, and Mulkee (2007) discovered that female teachers were less likely to work in remote areas.

In Australia, Watt, (2007) observed that gender was not a meaningful determinant for commitment to stay in, or quit, the teaching profession, but Fresko (1997) discovered that gender was only indirectly connected to commitment in Israel. Given these discrepancies, this research examined the gender differences in job commitment among Oyo State public secondary school teachers.

Objectives of the Study

This study was carried out to achieve the following specific objectives:

1. test the combined influence of organizational commitment dimensions (affective, normative and continuance) on job commitment of public secondary school teachers in Oyo State.
2. investigate the relative influence of organizational commitment dimensions (affective, normative and continuance) on job commitment of public secondary school teachers in Oyo State.
3. examine gender differences in job commitment among public secondary schools in Oyo State.

Hypotheses

H₀1: There will be no significant combined influence of organizational commitment (affective, normative and continuance) on job commitment of public secondary school teachers in Oyo State.

H₀2: There will be no significant relative influence of organizational commitment (affective, normative and continuance) on job commitment of public secondary school teachers in Oyo State.

H₀3: There will be no significant gender difference in job commitment among public secondary schools in Oyo State

Methodology

A descriptive research design was used in this study. This technique uses the most popular means of acquiring information from a delegated population to produce a result that can be applied to the entire population. The design was chosen since the study was concerned with data collection with the eventual objective of depiction and translation with no sort of control. Furthermore, because all teachers in public secondary schools in Oyo State cannot be contacted due to the large population, the study was conducted using a sample of teachers from schools in the state to obtain an outcome that could be generalized to the whole population. The study's population consisted of all teachers at public secondary schools in Oyo State, Nigeria. At the time of this study, the total number of public secondary schools in Oyo state was three hundred and four (324), and they were distributed among the state's thirty-three (33) local government areas. Additionally, there are 11,732 teachers in the schools.

A multi-stage sampling procedure was used to select the sample for the study. At stage one, the simple random sampling technique was used to choose four (4) schools in every local government in the state. This was because the Olorunsogo government, with four schools, has the least number of schools in Oyo State. Thus, four schools were used as a 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 the sample size in every one of the selected schools. This gave an aggregate of two thousand two hundred and seventy-six (2,276) sampled teachers for the study.

The study's data was collected using a self-created four-Likert scaled instrument, which was labelled (OGPSCTJC), The instrument was divided into two (2) halves, A and B. Section A includes items on respondents' demographic characteristics such as gender, age range, years of teaching in the current school, school location, average number of students in the class, number of subjects taught per term, number of arms of classes taught for a subject in a day, number of administrative duties, and how frequently the teacher is promoted in the school. Section B was broken into two parts: B1 and B2, Subsection B1 contains carefully structured items to determine the level of job commitment of public secondary school teachers, while B2 contains standardized questions on organizational commitment.

Face and content validity were tested on the questionnaire used in this study. The instrument was examined for this purpose by professionals in research item development from the Lead City University Faculty of Arts and Education and the University of Ibadan. A pilot study was conducted to

test the reliability of the instrument used in this study by distributing samples of the questionnaire to a group of fifty (50) teachers in Ibadan Metropolitan who were purposefully excluded from the real study. The results were evaluated, and a Cronbach's alpha coefficient of 0.87 was calculated, indicating that the instrument was very dependable. The data were analyzed using frequency counts; simple percentages mean and standard deviation and the results were presented in tables and charts.

Questionnaire Return/Response Rates

Two thousand six hundred and twenty-seven (2,627) copies of the questionnaire were collected and considered useful for the research out of two thousand seven hundred and twenty-six (2,726) copies dispersed throughout the study area. This indicates that 96% of the surveys were recovered; however, ninety-nine (99) questions (3.63%) were not retrieved or filled correctly.

RESULTS

Test of Hypotheses

This section contains a test of hypotheses formulated earlier in the study

H₀1: There will be no significant combined influence of organizational commitment (affective, normative and continuance) on job commitment of public secondary school teachers in Oyo State.

Table 1: Summary of Regression Analysis Showing Combined Influence Organizational Commitment on Job Commitment of Public Secondary School Teachers in Oyo State

R = 0.178
 R² = 0.176
 Adj. R² = 0.422
 Std. Error = 0.513

ANOVA					
Model	Sum of Squares	Df	Means of Square	F	Sig.
Regression	148.944	6	24.824	94.356	.000
Residual	689.296	2620	.263		
Total	838.240	2626			

Dependent Variable Job Commitment
 Predictors: Variable: Organizational Commitment (Continuance, Normative, Affective Org. Commitment)

Source, Fieldsurvey, 2021

The combined influence of organizational commitment (affective, continuance, and normative) on the job commitment of public secondary school teachers in Oyo State is summarized in Table 1. When the null hypothesis is tested, the p-value (0.000) is less than the alpha value of 0.05, showing that the influence is significant. Further analysis of the table reveals (F = 94.356; P <0.05) that when the independent variables organizational commitment dimensions (Continuance, Normative, Affective) are considered together, they have significant influences on the dependent variable job commitment of public

secondary school teachers in Oyo State. The table also reveals (Adj. R² = 0.422), indicating that the independent variables of organizational commitment (Continuance, Normative, Affective) accounted for 42 per cent of the overall variation when all variables were included. As a consequence, the null hypothesis was rejected, suggesting that organizational commitment and job commitment of public secondary school teachers in Oyo State, Nigeria had a strong combined influence.

H₀2: There will be no significant relative influence of organizational commitment (affective, normative and

continuance) on job commitment of public secondary school teachers in Oyo State

Table 2: Summary of Regression Analysis Showing Relative Influence Organizational Commitment on Job Commitment of Public secondary school Teachers in Oyo State

Coefficients		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.960	.062		31.515	.000
	Affective	.174	.019	.252	9.020	.000
	Continuance	.031	.014	.039	2.139	.033
	Normative	.082	.016	.145	5.134	.000

a. Dependent Variable: Job Commitment

Source: Fieldwork survey, 2021

Table 2 summarizes the regression analysis of the relative influence of organizational commitment (affective, normative, and continuance) on job commitment of Oyo State public secondary school teachers. When taken individually, the table revealed that teacher Affective Organizational Commitment (Beta = 0.252, t = 9.020, P< 0.05) contributes the most to teachers' job commitment, followed by Normative Organizational Commitment (Beta = 0.145, t = 5.134, P<0.05) and Continuance Organizational Commitment (Beta = 0.039, t = 2.139, P<0.05). For that purpose, the null hypothesis was rejected at the 0.05 level of significance, indicating that "there would be a significant relative influence of organizational commitment (affective, continuance, and normative) on the job commitment of public secondary school teachers in Oyo State." This means that retaining workers who remain members of an organization due to emotional attachment contributes the most to job commitment, particularly in the teaching profession.

It also implies that creating employee experiences capable of internalizing alignment of goals and values is critical to these employees' job commitment in an organization, particularly in the teaching profession. Apart from affective organizational commitment, which was discovered to be the most significant organizational commitment contributing to teachers' job commitment, the findings also suggested that normative organizational commitment could have a significant impact on teachers' job commitment. This is based on the assumption that teachers with normative commitment remain in the organization due to moral rights or standards, regardless of how much prestige or happiness the organization gives over time.

H₀₃: There will be no significant gender difference in teachers' job commitment in public secondary schools in Oyo State.

Table 3: Summary of T-test Showing Mean Difference in Level of Female and Male Teachers' Job Commitment in Public Secondary Schools in Oyo State

One-Sample Test		Test Value = 0				
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Male Teacher	93.166	1159	.000	1.722	1.69	1.76
Female Teacher	187.933	1466	.000	1.893	1.87	1.91

	N	Mean	Std. Deviation	Std. Error Mean
Male Teacher Commitment	1160	1.72	.629	.018
Female Teacher Job Commitment	1467	1.89	.386	.010

Source: Field survey, 2021

Table 3 summarizes the t-test findings, revealing the mean difference in the degrees of job commitment of female and male teachers in Oyo State public secondary schools. The results revealed a statistically significant difference at (P<0.05). As a consequence, the null hypothesis was rejected. Male (X = 1.72, standard deviation = 0.629, P< 0.05) and female (X =

1.89, standard deviation (Beta = 0.386, P< 0.05) responses were also found, showing that female teachers contribute more to the observed difference. This finding adds to the existing scholarly debate over gender influences on teacher job commitment. For example, although some research found female teachers to be more dedicated to their employment, others found males to be more committed. This

observed difference could be attributed to a variety of factors, including socioeconomic advancements, which have resulted in more male employees seeking new occupations, whether for higher pay or simply for the sake of curiosity and exploration, resulting in more teaching career opportunities for women (Kelleher 2011). Furthermore, traditional views of men as the major economic providers for their families indicate that some men choose not to pursue a career in education because the compensation is inadequate (Kelleher 2011). Second, as a gendered profession, teaching is associated with socially accepted gender roles that connect teaching with the (nurturing and caring) responsibilities of a mother (Drudy 2008). Teaching is portrayed as a woman's "calling," "God-given nature," and "proper social duty" (Kelleher 2011).

CONCLUSION

The summary of regression analysis on the relative and combined influence of organizational commitment (affective, normative, and continuance) on job commitment of public secondary school teachers in Oyo State was significant, therefore, the two null hypotheses were rejected at the 0.05 level of significance. Also, a formulated null hypothesis was rejected after the test of the hypothesis on gender differences in job commitment of public secondary school teachers in Oyo State revealed a significant difference.

RECOMMENDATIONS

Given the findings of the study, the following recommendations were made:

1. The Nigerian governments (federal, state and local) should collaborate to offer the essential framework, facilities, and resources to promote or build affective organizational commitment among Oyo State's public secondary school teachers by positioning the teaching profession among other noble professions like medicine, pharmacy, engineering and so on.
2. School leaders should be well aware of the need to create a friendly and welcoming environment that encourages affective organizational commitment among employees, particularly teachers. This may be accomplished by regular management/staff meetings, a people-centred leadership style, incorporating teachers in decision-making, and paying attention to teachers' physical, emotional, and physiological difficulties.
3. Periodic and consistent on-the-job training or professional development programs, both local and international, should be made available and be fully sponsored for teachers. This is capable of increasing the

continuance of organizational commitment among these teachers.

4. Teachers' recruitment should be handled by professionals in educational management to ensure only those who are passionate about teaching are recruited into public schools.
5. Policies should be developed to encourage male teachers to remain committed to the teaching profession. This can be achieved by implementing additional incentives for teachers since socioeconomic considerations were identified as a primary cause of male gender underrepresentation in the teaching profession.

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