

## JOB COMMITMENT OF IN-SERVICE PUBLIC SCHOOL TEACHERS: ROLES OF GENDER AND ORGANIZATIONAL SUPPORT

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### Abstract

Teaching is an extremely hard job that demands a great deal of intellectual capacity and commitment to achieve the best results. Regrettably, many work-related pressures plague a great number of teachers, interfering with their ability to fulfil their tasks. Thus, the examination of the variables is understudied. The study used an expo facto survey research design. In the Abeokuta metropolis, four schools were chosen from four Local Government Areas (LGAs) using a random sampling technique. Using a simple random sampling technique, 120 in-service teachers were selected as a sample from the chosen schools. The data collecting tools utilized were the Job Commitment (JCS) scale ( $\alpha = 0.78$ ) and the Perceived Organizational Support (POS) scale ( $\alpha = 0.74$ ). The study utilised an independent t-test and multiple linear regression statistical techniques to investigate three research issues at a significance level of 0.05. According to the study, there is a substantial difference between male and female in-service public school teachers' levels of job commitment ( $t(118)=2.180, P<0.05$ ). The results of multiple regression analysis showed that organizational support and gender have a significant joint impact on job commitment ( $R= 0.279, R^2=0.078, Adj.R^2= 0.062, p<0.005$ ). Among in-service public school teachers, organizational support is the most powerful predictor of job commitment ( $\beta = 0.209, t = 2.348, p<0.05$ ), followed by gender ( $\beta = -0.196, t = -2.200, p<0.05$ ). This suggests that among in-service public school teachers, organizational support and gender raise the likelihood of job commitment by 20.9% and 19.6%, respectively. Among other things, the organizations tasked with overseeing education should establish a long-term welfare system to inspire employees and raise production levels. The assignment of roles to teachers should also consider gender considerations. Teachers should also regularly attend seminars on the importance of commitment to their jobs and duty.

**Keywords:** *Job commitment, Organizational Commitment, Gender, In-service Public School Teachers*

## **INTRODUCTION**

Commitment is a term used to refer to being bound with passion to a course of action. It is a trait of sincerity and focused purpose. People tend to be committed to significant persons in their lives, such as spouses, children, members of extended families, friends, neighbours, and employers; while others may be given to several engagements and activities of interest, like sports, crafts, Jobs, and so on. To maintain relationships, sustain life, and make ends meet, one must be economically viable. To be economically viable is to be gainfully employed either in a self-owned organisation or in private or public establishments. Rationally, an employee is duty-bound to be committed to the organization they work for and the schedules assigned; in the same way, an employer must pay the workers their wages, salaries, and other remunerations as and when due.

In this context, the organization or workplace could be the educational sector, health sector, Ministries, Departments, and Agencies (MDAs), or other non-governmental agencies, while employees could be professionals in any of the aforementioned divisions. From the foregoing, teaching is one of the noble and highly demanding professions in the world. Often, teachers are saddled with loads of responsibilities such as writing an up-to-date lesson plan, teaching extremely large classes, examination conducts and supervision, marking and recording scores, preparation of students' results, struggling with submission deadlines coupled with additional responsibilities as may be assigned by the superior and other individual's family tasks. More importantly, it is expected of teachers to produce high-quality and competitive elementary/secondary school leavers, who can break the jinx at both internal and external examinations because no one wants to be identified with schools known for failure. Achieving all of these would require very good structural support coupled with lots of personal attributes such as - doggedness, dedication to duties, high intellectual ability, role modelling to students, the ability for further research into teaching subjects, a proven self-efficacy, which determines how much or less the teacher can deliver (even amid harsh conditions). All of which culminate in Job commitment.

Work commitment elucidates the reasons behind an employee's favorable disposition towards the organization. That is, the extent to which an employee demonstrates a high level of passion for their tasks or obligations and actively contributes to accomplishing the overall goals and objectives of the organization (Zeragia, 2023). Based on the research conducted by Mowday, Steers, and Porter (1979), a reliable measure of an employee's commitment to their work is their willingness to exert significant effort for the benefit of the organization and their strong aspiration to continually contribute to it. Job commitment can be defined as the level of psychological identification an individual has with their work, the

extent to which they internalize the importance of their work for their value, and the degree to which their performance at work affects their perceived self-worth and self-image (Fornes & Rocco, 2004).

Job commitment, as defined by Tnay, Othman, Siong, and Lim (2013), refers to an employee's conviction, willingness, and preparedness to actively and enthusiastically contribute to the goals and principles of the workplace, maintain relationships, follow procedures, and ensure positive outcomes. Ellis and Dick (2003) referenced Allen and Meyer (1990), who identified three components of work commitment: affective, continuance, and normative commitment. Affective commitment elucidates an employee's emotional attachment to the organization they are employed with. The degree of continuity commitment indicates the level of desirability or reluctance of an individual to leave the organization. An individual's ethical tendency towards the organization, namely about their responsibility or obligation to the system, is the focus of a normative commitment.

Alternatively, the level of organizational support (OS) relies on how firms manage their employees and how those employees perceive the care and assistance they receive. Eisenberger, Huntington, Hutchison, and Sowa (1986) delineated organizational support as the facilitation of a conducive and motivating work atmosphere. Organizational support, as defined by Li, Jameel, Ma, Sun, Hussain, and Mubeen (2022), refers to the evidence of employees' belief that the organization acknowledges their efforts, engages in collaboration with them, and continuously prioritizes their welfare. These supports can be provided to employees through several means, such as creating a work atmosphere that promotes creativity in their chosen field, offering lending facilities, diverse compensation packages, and the option to take time off for health, pleasure, education, or exhibition. Staff members experience higher levels of satisfaction and commitment towards their work environments when they are provided with increased organizational support.

Previous scholarship has analyzed and documented commitment patterns and indications. In their 2017 study on structural commitment, labour engagement, and performance among health workers, Oyeniyi, Adeyemi, and Olaoye examined the impact of administrative commitment on the daily routines of employees in the Nigerian hospitality industry. The results illustrate that emotional and persistent commitment positively influence the job performance of the target group.

In their study, Rajak and Pandey (2017) found that measures of motivation are a reliable indicator of the occupational honesty of employees. This assertion was strongly endorsed by Bénabou & Tirole (2003), who argue that intrinsically motivated personnel possess the inclination to carry out activities without any external interference or stimulation, whereas extrinsic motivators are typically structured around reward systems. Moreover, the study conducted by Chong, Wong, and Lau (2012) investigated the relationship between psychological empowerment and academic commitment in high schools. The findings of the

study indicated a noteworthy positive correlation between the variables under investigation. Therefore, the authors conclude that companies that enhance the work environment for their employees by significant measures will experience a considerable degree of loyalty from their subordinates towards their duties. Furthermore, Gunlu, Aksarayli, and sahin Perçin (2010) underscored the significance of dedication in any institutional setting. The writers argue that dedicated personnel serve as the conduits for organizational growth and effective instruments that improve structural productivity.

Furthermore, the factors that predict the outcome variable in every study include the diverse demographic features of the subjects. Relevant to this research is the gender distribution among the target group. Gender is a societal concept that defines the differentiation between boys and girls, men and women, and the allocation of social duties to them (Kellerher and Jha, 2006). In essence, sex can be understood as an inherent state that designates an individual as either male or female, accompanied by unique genital characteristics from the moment of their birth. Therefore, Okoro, Ndukwe, Ike, and Ologe (2023) attributed specific characteristics such as dominance, activity, and quarrelsome traits more to masculinity, whereas femininity was characterized as passionate, passive, fragile, and intellectual. Historical evidence has shown that gender inequalities have a significant impact on individuals' coping strategies and degrees of engagement.

An investigation conducted by Momanyi, Ogoma, and Misigo (2010) elucidates the gender disparities in self-efficacy and academic achievement among secondary school students in scientific fields. The results indicated that there are gender inequalities in students' aspirations, pursuit of academic objectives and accomplishments, and degree of readiness for diverse professional domains. The study conducted by Idika and Ogundijo (2022) revealed no correlation between a teacher's goal orientation, gender, and the academic achievements of their pupils. Although there is a wealth of research in the field of education and its associated areas, there is a significant failure to allocate sufficient funds for the well-being of teachers, resulting in a detrimental effect on the academic achievements of pupils. This study aimed to investigate the correlation between organizational support and gender roles in predicting job commitment among in-service public school teachers in Abeokuta, Ogun state, as a means to mitigate the risk of poor teacher morale to the teaching and learning process.

## **THEORETICAL FRAMEWORK**

### **Herzberg's Two Factor Theory (1959)**

The Two-Factor Theory, which Frederick Herzberg and his associates Mausner and Snyderman (1959) proposed, served as the foundation for this investigation. According to the idea, two main elements-hygiene factors and motivators-affect job satisfaction and dissatisfaction. The term "hygiene" refers to medical hygiene, which is the elimination of environmental risks to health. According to theorists, hygienic factors are purposefully external to the work environment to eliminate any

unpleasantness (Herzberg & Hamlin, 1961). The fundamental requirements of the job, such as pay and working conditions, which might be annoying if they are lacking or insufficient, are examples of hygiene factors.

On the other hand, Motivators are intrinsic factors that motivate employees to perform better at work. Some of these include recognition of a well-done job, matching responsibility, employee career advancement opportunities, sponsored in-service training, adequate provision of working tools, and acknowledgements of staff achievements. From the foregoing, teaching is a herculean task that requires lots of hard work, keenness, competence, and commitment. However, an upshot of teachers' input towards positive academic outcomes of students would leverage on a strong organizational support as classified in Herzberg's theory. This is consistent with the findings of Ikon and Nwoye (2019), who posit that structural support in terms of enabling work environment, flexible administrative policies, and favourable working conditions and other remunerations, which are subsumed into two factors by Herzberg, is essential in enhancing employee performance and commitment to the system. However, where the hygiene factors are present but the motivators (such as recognition, achievement, and employee growth opportunities) are lacking, the morale of such staff, regardless of the level of efficacy, may still be dampened. This is why Herzberg et al (1966) conclude that administrators and superiors should endeavour to strike a balance between hygiene factors and motivators for the personal growth and self-fulfillment of staff and the onward progression of the establishments.



**Fig. 1: Infographics Representation of Herzberg's Two-Factor Theory**

### Statement of the Problem

In recent times, the Nation's economic downturn that propelled an outrageous hike in prices of fuel, means of transportation, staple food items, and household commodities has led to frustration for most individuals in Nigeria. This is more compounded for the public servants whose monthly but meagre stipend is very

different from the expenses incurred on necessities, feeding, personal upkeep, and family care every month. In driving home their demands, most workers, led by their respective associations and unions, have had the opportunity to engage in dialogues with their employers and embark on indefinite strike actions where the latter fails. Where two elephants fight, the grass suffers. In the process, school academic work is grounded, the so-called meagre salary is stopped, and some students lost interest in schooling and delved into nefarious activities such as yahoo dealings, prostitution, etc., while some workers died for lack of care and funds for health care services. These and many other organismic and environmental factors discursively interact to deplete the morale of teachers to work. The aftermath of this menace to the nation's educational system and the future of the students who are the direct beneficiaries of learning outcomes is of major concern that needs urgent attention.

### **Purpose of the Study**

The main purpose of this study was to investigate the combined and relative influence of gender and organizational support on job commitment among in-service public school teachers in Abeokuta metropolis. Specifically, it intends to:

1. Find the differences that exist between the gender and job commitment of in-service public school teachers
2. Examine the joint effect of gender and organizational support on job commitment among in-service public school teachers
3. Determine the relative effect of gender and organizational support on job commitment among in-service public school teachers.

### **Research Questions**

The following research questions were raised and analyzed at a 0.05 level of significance.

1. Is there a significant difference in the job commitment of male and female in-service public school teachers in the Abeokuta metropolis?
2. What is the joint contribution of gender and organizational support to the prediction of job commitment among in-service public school teachers?
3. What is the relative contribution of gender and organizational support to the prediction of job commitment among in-service public school teachers?

### **METHODOLOGY**

The study adopts a descriptive survey of expo facto design. This design is considered suitable for this study due to its focus on estimating the predictive weights of gender and organizational support on Job commitment in a non-manipulative way.

### **Population**

The population for this study comprised all teaching staff of public schools in Abeokuta, Ogun State. Abeokuta is the capital of Ogun State, it consists of four (4)

Local Government Areas (LGAs), namely Abeokuta South, North, Obafemi-Owode, and Odeda LGAs respectively. Abeokuta South constitutes the largest population of the town, while other LGAs form the boundary of the ancient town.

### **Inclusion Criteria**

The following criteria were considered in the selection of respondents for the study;

1. The participants were certified teachers of the selected schools and not the contractual teaching staff or students on teaching practice exercises.
2. The participants were willing to be part of the exercise and were not being forced.

### **Sample and Sampling Techniques**

The sample of this study consists of 120 male and female in-service public school teachers. One school was randomly selected from each of the LGAs. In Abeokuta, using a hat method. Thirty teachers were selected from each of the schools, using a simple random sampling procedure. The selected sample was used to represent the population.

### **Data collection procedures**

The method for gathering data was a structured questionnaire. The principal of each school granted permission to the researcher. Participants received sufficient information about the advantages of the study and their obligation to assist the researcher. Participants received guarantees about the privacy of their answers. Participants who met the study's eligibility requirements received copies of the questionnaire, which they promptly retrieved. The week-long data-gathering process resulted in the collection, coding, and analysis of the data.

### **Data Analysis**

An analysis of the gathered data was conducted using the Statistical Package for Social Sciences (SPSS), version 25. An independent t-test was used to examine the first research question, while multiple linear regression analysis was used to analyze the second and third research questions.

### **Measures**

Two scales were compiled and used for data collection. Section A of the scale consists of the respondents' demographic information, while sections B and C are:

#### **Job Commitment (JCS)**

In 1979, Mowday, Steers, and Porter created the Organizational Commitment Questionnaire (OCQ) as a tool to assess individual job commitment. To gauge an employee's dedication to their work or the company they work for, the original version of the scale consisted of 15 items. The scale used a 5-point Likert-type response format, and the three variables that characterize employee commitment are acceptance of corporate principles, readiness to put in effort, and desire to stay a

part of the organization. To guarantee their accuracy and appropriateness within the framework of this investigation, several of the scale's items underwent rewording and pilot testing. To guarantee that the instruments were appropriate, the validity and reliability of the instruments were determined. The dependability coefficient was first determined to be 0.75, and a new Cronbach's alpha of 0.78 was defined.

### Perceived Organizational Support (POS)

The Perceived Organizational Support (POS) test, devised by Eisenberger, Huntington, Hutchinson, and Sowa (1986), requires employees to assess the extent to which they believe their employer appreciates their contributions and potential decisions that may influence their level of satisfaction. POS is a 17-item Likert scale with four rating points. The value of the coefficient alpha was determined to be 0.74. Specialists in the field validated the scale, which proved suitable for the variables under investigation. 'The organization cherishes my contribution to its well-being; my employer is accessible to help with problems'; and 'the organization takes my aims and ideals seriously' are just a few of the things on the scale. The in-service secondary school teachers received the scale.

## Results

### The Profile of In-service Teachers who participated in the study

Fig.1

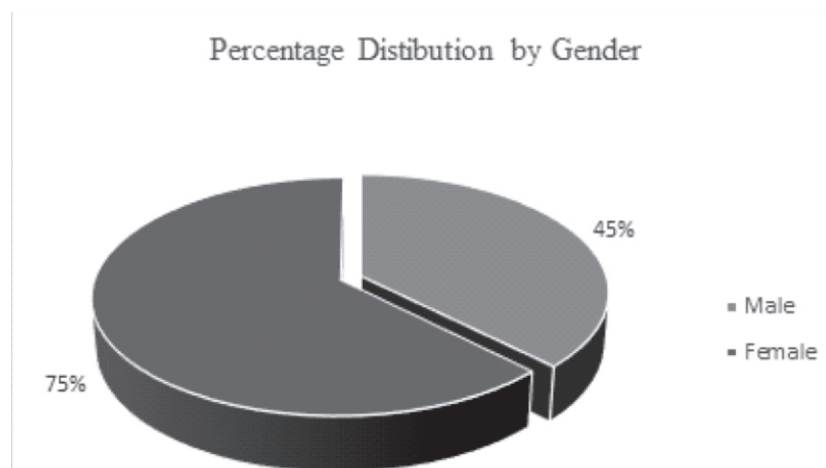


Fig.1. Pie chart showing the percentage distribution of the respondents by gender

Figure 1 indicates that males constitute 45% of the respondents, while females make up 75%. This shows that the majority of the respondents were female in-service teachers.

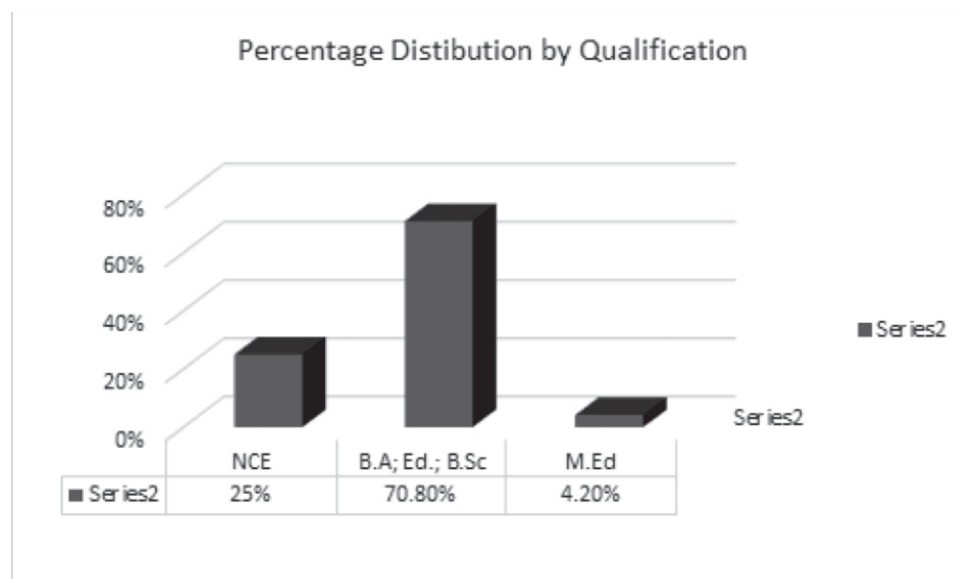


Fig. 2. Bar chart showing the percentage distribution of the respondents by qualifications.

Out of 120 respondents, 25% were NCE holders, while 70.8% had Bachelor's degrees and 4.2% were Master's degree holders, respectively (Fig.2). This implies that teachers with first degrees participated more in this study than their counterparts with NCEs and Master's degrees.

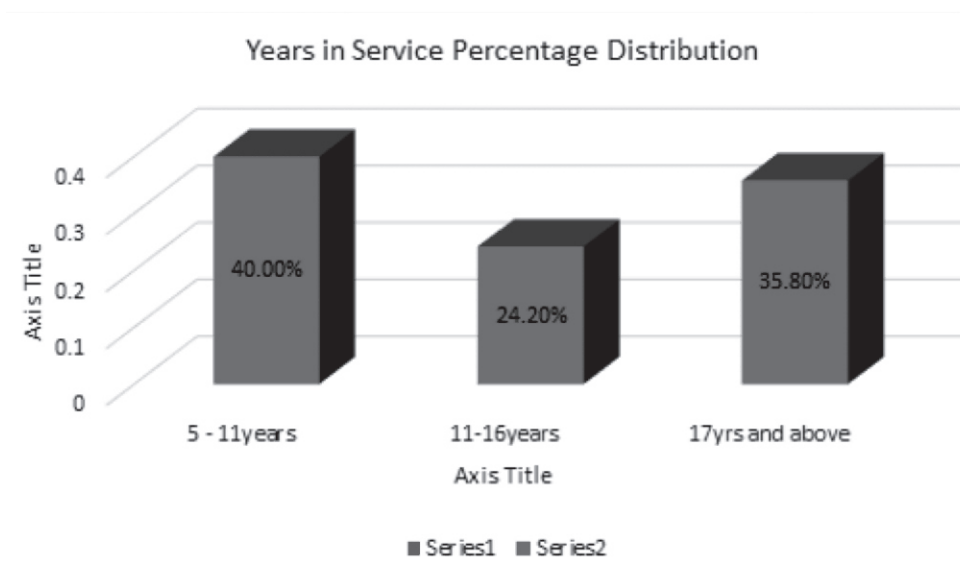


Fig.3: Bar chart showing percentage distribution of the respondents' years in service.

Out of 120 respondents, 40% of the respondents had been in service between 5-11 years, 24.2% had been in service between 11-16years while 35.8% had been engaged in service over 17years (Fig.3) This indicates that teachers of 5-11 years in service participated more in the study that their senior colleagues.

**Rq1:** Is there a significant difference in the job commitment of male and female in-service public school teachers in the Abeokuta metropolis?

**Table 1: Differences in the job commitment of male and female in-service public school teachers.**

Variance	Gender	N	$\bar{x}$	St.Dv	Df	t	Sig	$\eta^2$
Job Commitment	Male	45	35.58	5.408	118	2.180	0.03	0.038
	Female	75	33.10	6.901				

Field Survey, 2024

Table 1 reveals a significant difference in Job commitment of male and female in-service public school teachers;  $t(118) = 2.180, P < 0.05$ . Male students ( $\bar{x} = 35.58$ ) recorded higher job commitment tendencies than their female counterparts ( $\bar{x} = 33.10$ ). In addition, gender accounts for a 0.38% variance in job commitment among in-service public school teachers in the Abeokuta metropolis.

**RQ2:** What are the combined effects of gender and organizational support on the prediction of job commitment among in-service public school teachers in the Abeokuta metropolis?

**Table 2: Combined effect of gender and organizational support on the prediction of job commitment of public school Teachers.**

R = 0.279; Adj.R <sup>2</sup> = 0.062 R <sup>2</sup> = 0.078; Standard Error. 26724					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	388.313	2	194.157	4.943	.009
Residual	4595.554	117	39.278		
Total	4983.867	119			

Field Survey, 2024

Table 2 reveals the joint contribution of the independent variables (Gender and Organizational Support) to the prediction of the dependent variable (Job Commitment). The regression yielded a multiple R value of 0.279,  $R^2 = 0.078$ , and  $Adj.R^2 = 0.062$ . When the independent factors are pulled together, they account for 0.062% ( $Adj.R^2 = 0.062$ ) variance in Job commitment. The remaining percentage unaccounted for is a result of variables outside this model. Therefore, there is a significant joint contribution of Gender and Organizational Support on Job Commitment of In-service public school teachers in Abeokuta, metropolis,  $F(2,117) = 4.943, p < 0.05$ . Hence, the null hypothesis is rejected.

**RQ 3:** What is the relative contribution of gender and organizational support to the prediction of job commitment among in-service public school teachers in the Abeokuta metropolis?

**Table 3: Regression summary showing the relative contribution of gender and organizational support on job commitment of public school teachers.**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	29.497	4.157		7.096	.000
Gender	-2.603	1.183	-0.196	-2.200	.030
Organizational Support	0.218	.093	0.209	2.348	.021

Field survey, 2024

Table 3 reveals that the two independent variables (Gender and Organizational Support) are significant predictors of Job Commitment of In-service public school teachers in the Abeokuta metropolis. The stronger predictor of Job Commitment is Organizational Support ( $\beta = 0.209$ ,  $t = -2.348$ ,  $p < 0.05$ ), followed by the Gender status of the participants ( $\beta = -0.196$ ,  $t = -2.200$ ,  $p < 0.05$ ). This implies that organizational support and gender status will improve teachers' Job commitment by 20.9% and 19.6% respectively. Therefore, the null hypothesis is rejected.

## DISCUSSION

The first research hypothesis examined the gender differences in job commitment of in-service public-school teachers in Abeokuta. The results show a significant difference between genders among in-service public school teachers. This outcome agrees with the study of Momanyi, Ogoma, and Misigo (2010) that gender differences in scholars' aspirations, interest in academic pursuit, and accomplishments, and how well folk get prepared for diverse occupational careers. This equally supports Okoro, Ndukwe, Ike, and Ologe (2023), who ascribed certain character patterns, such as being active and dominant, to male entities while femininity was described as being passive, fragile, and intelligent. The second research hypothesis examined the joint contribution of gender and organizational support to the prediction of job commitment among in-service public school teachers in Abeokuta metropolis. There is a joint contribution of gender and organizational support. This is consistent with the study of Rajak and Pandey (2017) and Bénabou and Tirole (2003), who posit that a well-motivated employee tends to perform tasks at an optimal level than unmotivated workers. The third research hypothesis investigated the relative contribution of gender and organizational support to the prediction of job commitment among in-service public school teachers. The result indicated that the two independent variables significantly predict the Job commitment of in-service public school teachers in the Abeokuta metropolis. This is contrary to the findings of Idika and Ogundijo (2022), who reported no link between gender, teachers' goal orientation, and students' learning outcomes.

## **CONCLUSION**

Organizational support and gender precursors of job commitment among in-service public school teachers were the core of this study. It was discovered from the findings that a significant difference exists between gender and in-service public school teachers' job commitment through an independent t-test analysis, while a significant joint and relative contribution was found to be significant. The outcome of the study revealed that organizational support is the major predictor of job commitment, followed by the gender status of the respondents. This implies that increased organizational support is a sine qua non for job commitment of in-service teachers. The study also established the need to consider gender status when assigning roles to teachers.

## **COUNSELLING IMPLICATIONS/RECOMMENDATIONS**

Based on the outcome of this study, it is recommended that the Government, Ministries Departments and Agencies (MDAs) saddled with the responsibilities of educational matters should rise to the occasion by putting a sustainable welfare structure in place for public servants in terms of timely review and payment of monthly wages and salaries and other remunerations. Disbursement of loan facilities to staff with flexible payment, low-cost housing scheme, and so on. Similarly, the gender differences of teachers should be taken into consideration when assigning core subjects and tedious roles. This is not restricted to the fact that females are peculiar and are prone to multiple roles both at home and at work. Furthermore, counselling psychologists should leverage the outcome of this study to organize counselling sessions for staff identified to be shoddy at work. Also, regular seminars should be organized at the school level on the need for a high level of job commitment and the importance of organizational support.

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