

Organisational Commitment and External Locus of Control as Factors Influencing Job Involvement of Male and Female Teachers of Public Secondary School in Oyo State

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Certification

This is to certify that Folasade Olufemi IPEAYEDA with matriculation number LCU/PG/001073 carried out this research work titled “Organisational Commitment and External Locus of Control as Factors Influencing Job Involvement of Public Secondary School Teachers in Oyo State ” in the Department of Art & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, for the award of Doctor of Philosophy Degree (PhD) in Educational Management and that this has not been previously submitted.

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Dedication

This research work is dedicated to the Almighty God, who sustained me all through this programme and granted me wisdom.

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Abstract

The external obstacles, wellbeing and attitude of teachers in Nigeria's Secondary School influence teachers' commitment towards their job and minds of students. This study investigates the influence of organisational commitment and external locus of control on job involvement of public secondary school teachers in Oyo State. Caryl Rusbult theories of commitment, attribution and theory Z were adapted in the study. Using a descriptive survey design, the study employed multi-stage sampling procedure using simple random sampling technique to select a representative sample size of 2,187 teachers from 18 local government areas. Data collection involved structured questionnaires adapted from Rotter's locus of control, Mowday, Steers and Porte organisational commitment, and Kanungo scales for job involvement. Data were analysed using descriptive statistics of percentages, means and frequencies, and multiple regression analysis. The results showed that there was a high level of teachers' job involvement in the schools was obtained (mean = 3.31). The commitments of teachers to their organizations were high (mean= 2.98). External locus of control among teachers was high (mean= 2.98). There was a significant combined influence of organizational commitment and teachers' external locus of control on job involvement ($R^2 = 0.976$, $p < 0.05$). Both external locus of control ($\beta = 0.744$; $p < 0.05$) and organisational commitment ($\beta = 0.249$; $p < 0.05$) have significant relative influences on job involvement among the teachers. Male teachers exhibited slightly elevated levels of job involvement compared to their female counterparts ($F = 5.538$, $p < 0.05$). Female teachers exhibited lower levels of control compared to the male counterparts ($F = 6.018$, $p < 0.05$). To foster teachers' commitments to their organisations, school administrators should create an environment that nurture opportunities for professional growth, carry out continuous in-house training programme for enhancing teachers' locus of control, pay attention to promotion and maintain good work motivation.

Keywords: Organisational commitment, External locus control, Job involvement, Public secondary school teachers.

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List of Acronyms

Abbreviation	Full Meaning
JI	Job Involvement
LGA	Local Government Area
LOC	Locus of Control

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Chapter One

Introduction

1.1 Background to the Study

Job involvement can be referred to as how important a job is to an employee¹. In other words, it is the extent to which an individual is willing to devote time to his or her job. Right from its inception, the human race has always been involved or engaged in one activity or the other to keep themselves busy and earn a living. It is part of human nature to find one or two things to do to secure their daily needs. We are in a society whereby regard or recognition is not given to a jobless individual; such a person is tagged as a lazy man or woman. It is assumed that every individual who desires to live well and achieve in life must have something doing whether big or small. Nigerians have several indigenous jobs they grew up with and many inherited some of these jobs, for instance, there are indigenous jobs like farming, fishing, hunting, molding blacksmith, tie and dye, weaving, and sculpturing just to mention a few.

It was also noted that individuals set up businesses on their own which is known as personal business, two or more people put resources together to set up a business which can be either small-scale or large-scale firm. This is jointly managed by the group and is otherwise known as partnership business while the government also creates jobs for people to get engaged in. There are different jobs with different specifications, tasks, demands, and requirements. Thus, some jobs are computer-based (that is, Information and computer technology systems), artistic works (such as sculpturing), and technical incline

(such as Engineering) while some are brain-building (such as teaching) to mention a few. The choices of an individual depend on their area of interest and specialisation.

Howbeit, several scholars have given different definitions of job involvement based on their views and understanding. Job involvement can be described as a deep interest an employee has developed toward the objectives, culture, and assignments of the organisation². It can also be a kind of special attention an employee pays to his/her immediate work³. This may be interpreted in terms of the prominent position that a job occupies in such an individual's life. It may also be a person's work participation, the degree of importance that work holds and cognitive psychological identification with the work that is done⁴.

Moreover, in some others' view, Job involvement reveals the level of personal willingness to work and represents a kind of attitude exhibited by such individual⁵. Job involvement is also said to be capable of affecting the degree of adjustment when individuals confront the pressures and emotions of frustration⁶. Job involvement again addresses the notion of the importance of a job to an individual's own life or to the extent of one's willingness to devote oneself to a job⁷. Job involvement is defined as the level to which an employee is psychologically identified with the job and the importance of that job to such an employee⁸.

Critical consideration of the definition given to job involvement by different scholars indicates that job involvement is a habit or attitude exhibited by employees. This suggests that for any employee to perform extraordinarily or excellently well in his or her chosen daily job and career, such an employee must possess a strong job involvement attitude or habit. It is noticed that the aim of any business is targeted towards profit-making. Today, it

is observed that organisations are faced with aggressive competition and this is what characterises the current business environment.

Therefore, it will take organisations that have employees with a strong sense of job involvement to thrive. This is one of the reasons why most Managers would prefer working with employees with a strong sense of job involvement⁹. It holds that such employees must be more satisfied with their jobs and their careers¹⁰. The managers must have built confidence in their abilities, and proficiency at their tasks, and found them ascribed their achievements to the variables that are under their control. This is in line with one of the definitions which say “Job involvement refers to how deeply employees are absorbed in the objectives, culture, and assignments of the organisation, and to how intricately attached they are to their immediate work¹¹.”

Research has shown that employees with a lesser degree of job involvement lose focus on their jobs, and are less imaginative and open to new concepts while those with a high level of job involvement have been found to prefer autonomy and to have a higher level of self-efficacy⁸. Job involvement is a good indicator of job-related behaviour¹². Meanwhile, it was also discovered that employees with a high level of job involvement have been found to exhibit a stronger attachment to their jobs and professions, as a result, increases their level of job satisfaction. Not only that, such employees most of the time appeared to be more motivated and always complained and saw their job as strenuous¹³.

On the other hand, an organisation where employees exhibit a high degree of job involvement usually experiences increased turnover¹⁴. Furthermore, there is an indication that employees place a high level of emphasis on and identify with their jobs. In other words, somebody with a high degree of job involvement would have the job placed at the

center of his/her life's interest¹³. In as much as an organisational setup suits an individual to the level of meeting their physiological needs, there is a tendency for an employee to want to be identified with and become involved in their job.

However, the only vital instrument that can increase employees' sense of accomplishment, self-pride, and focus at work, is job involvement which in the end brings about job satisfaction¹⁴. In addition to that, job involvement serves as a liaising agent showing the relationship between a manager's good character and employees' organisational affective commitment¹⁵. Sometimes when there is a need to correct the attitude and notions of some employees in an organisation, job involvement can serve as great support for treatment. Moreover, job involvement in a way reflects the employees' willingness and attitudes toward their jobs and professions. It also affects the coping level of an individual when confronted with the pressures and emotions of frustrations at work.

An individual employee stands the opportunity of improving his/her performance at work by his/her level of job involvement which can serve as a key factor for an organisation to maintain its competitive advantage. At times, getting more involved in one's job/profession enables an employee to boost his/her sense of value which in turn may motivate greater devotion to workplace tasks by such an employee¹⁶. Thus, it is most likely that an individual with high job involvement finds satisfaction in his/her job, exhibits good relationships in the workplace, and is committed to the organisation he/she is working with. They can even be of good help to their colleagues.

Job involvement was said to be an important attitude and a construct that affects both the employee and organisation¹⁷. It is an important element that has an impact significantly on the individual in the sense that it helps an individual improve his or /her

performance in the place of work by inputting their maximum effort to solve the problem with intelligence when motivated¹². Invariably, the importance attached to work by an individual determines such an individual loyalty to that job which will eventually bounce back to the organisation the person works with.

Considering job involvement from the angle of the employee, it may appear to be significant to the growth and satisfaction of that individual embedded in that work environment which could be motivational and attitudinal goal-directed. This indicates the possibility of job involvement playing a great part in an employee's productivity and efficiency when motivated and when not. Situations such as Organisational context, job design, supervisor behavior and the like are likely to influence an individual's job involvement. However, on the part of the organisation, job involvement can be seen as a prominent factor in creating and increasing the motivation of employees. From this angle, job involvement can be seen as an essential component of work behaviour in the workforce.

An individual with a great desire and strong interest in his/her job or profession will give all it takes to better the quality of service provided through his/her job not minding the cost or demand but will be after satisfying his/her desire for that job. The degree of job involvement of an individual will depend on whether the job can meet their physiological need or not. In this wise, the level of job involvement expressed by those whose psychological needs are met will be higher than those who are not¹⁸. Job involvement can be considered to be an important work attitude and one of the sensitive factors affecting the quality of both individual and organisational productivity¹⁸.

The studies also showed that job involvement not only affects performance directly but also indirectly by enhancing organisational commitment. Organisations with a job involvement culture usually have their employees more committed to the organisation than those organisations that do not involve their employees¹⁹. Job involvement contributes importantly to organisational effectiveness, productivity, and morale with the resource of appealing to employees deeply of their work. It makes the job more meaningful. Employees become involved in their jobs when they perceive a potential for satisfying salient psychological needs (e.g., for growth, achievement, meaning, recognition, and security). Job involvement has been one of the most effective tools used for increasing employee productivity by enhancing employee participation and commitment. Job involvement enhances individuals' work performance by motivating them to exert greater effort and use their creativity to solve problems and work intelligently. In other words, one can say that job involvement among employees is one of the organisational factors that cannot be overemphasised. This is anchored on its relevance in organisational effectiveness and outcomes. Information gathered from works of the literature indicated that job involvement is a multidimensional construct. Despite that, most literature did not specify the indicators for job involvement. However, it was noted that job involvement is an employee's job-related attitude which manifests in such an employee's enthusiasm, zeal and interest¹⁸.

This implies that employees (teachers) who exhibit a high level of enthusiasm, zeal and interest in their job are expected to see their professions as the ultimate desire and ready to give all it takes to sustain and promote the interest of such profession. Such employees (teachers) tend to develop healthy relationships with their colleagues at work

and develop good interactions with the parents and even students or learners. They are sets of teachers who see their profession as a good platform to transform, model, and make lives and future leaders. They are ready to teach any time any day. Despite this, it can be noted that this job-related attitude may vary with gender. However, three indicators will be considered for this study. The indicators are enthusiasm, zeal and interest. These three employees' job-related attitude seems to have ways of determining the level of employees' commitment to the organisation.

It was obvious that organisations were in existence not less than two centuries ago. Organisational Commitment appears to be one of the most important factors determining an organisation's success in a competitive environment, educational organisations inclusive. Hence, organisational commitment as a construct is a combination of two words; organisation and commitment. The term organisation is said to be derived from the Latin word *organizare* which comprises two words organ and job. Organisation means a group of people, businesses, companies or countries formed or set up for a purpose. Commitment means a positive attitude towards something or the hard work or loyalty given by an individual to an organisation or activity²⁰. It can also be a function of inherent sincerity in a person, which develops the capacity to work hard and give good results even in poor and unpalatable circumstances.

However, organisational commitment has been defined by several scholars in different ways with different ideas based on focus areas. Therefore, organisational commitment can be defined as the psychological link exhibited by an individual with their organisation, identified and having a strong desire to put into the accomplishment of the organisational goals²¹. It can also be defined as an employee's involvement and level of

identifying with an organisation²². The degree to which employees get themselves fitted into the organ process and association of such employees with their organisation can be referred to as organisational commitment²³. Organisational commitment is a kind of attitude related to employees' loyalty to the organ, such as a trend that employees attribute to the association to which they belong²⁴. It can also be defined as a living relationship that occurs between an individual and his/her organisation in which each party demonstrates his or her effort to fulfill the mission of the organisation²⁵. It is seen as an active relationship of an employee with an organisation out of which he or she is ready to give what is demanded by the organisation²⁶.

Another definition says that organisational commitment extracts a strong desire and belief from the employees to value the objective of the organisation²⁷. It is regarded as an attitude related to an individual mindset towards an organisation²⁸. In another context, it is regarded as employees' strong desire to retain their membership with and remain loyal to the organisation due to the belief they have towards the goals and values of the organisation²⁹. It was also described as the factor that promotes the attachment of the individual to the organisation³⁰. Organisational commitment is a deliberate action put up by an individual to place a correct evaluation on an organisation and as a result work for such organisation³¹. The unwillingness to call it a quit with the company as a result of incentives (such as an increase in status, salary and company freedom) as well as an amicable relationship with such a company can be referred to as organisational commitment³². It is also described as the degree to which employees incorporate and accept the desire to pursue and be part of the organisation³³. In all, it is paramount to note

that organisational commitment is a bond or attachment to the entire organisation and not to a job, work, group, or belief in the importance of work itself³⁴.

Meanwhile, the concept of organisational commitment can be used when trying to understand and make clarifications about the intensity and stability of an employee's dedication to the organisation³⁵. Organisational commitment as a construct has been argued by some authors to be too broad for effective organisational analyses³⁶. This construct is multidimensional and has been conceptualised through various interrelated factors likely to influence employee satisfaction. It can be characterised by three factors; the first one is acceptance of a belief in the values and goals of the organisation, which is value commitment, while the second one is the desire to retain membership with the organisation, which is effort commitment and the third one is a willingness to contribute to the organisation which is retention commitment³⁷. This results in an active relationship exchange between the employees and the organisation. It also involves attitudes and behaviours as demonstrations of the actual concept of organisational commitment. At the same time, it is again based on the assumption that individuals can ally with the organisation they are working for.

However, organisations have encountered difficult challenges that have to do with having a committed workforce in the time past for them to meet up with the worldwide economic competition. Meanwhile, researchers have carried out different researches on components of organisational commitment but not from the perspective of education. These components are affective commitment, normative commitment and continuance commitment³⁸. Affective commitment is the employees' emotional recognition of the organisation and involvement in that organisation. When the employees are affectively

committed to the organisation, they will be engaged in working with the organisation because they want to. Those employees with affective commitment are emotionally dedicated to an organisation and remain with the organisation come what may. They see their employment relationship as compatible with the goals and values of the organisation they are working for.

For instance, a teacher who all his/her life has been dreaming of becoming a teacher is given an appointment to practice as a teacher in a school. It will be assumed that such an individual will be ready to demonstrate a high level of affective commitment to such a school. Affective commitment is fundamental to acknowledging the organisation and incorporating oneself into the principles and standards of the organisation³⁹. A teacher tends to develop a stronger affective toward the school when notices that the kind of experience he/she has gathered within that particular system is coherent with their expectation and can satisfy their basic needs compared with the unsatisfied ones³⁹. Thus, sets of teachers in these categories are ready to reciprocate through their loyalty to the system and willingness to give all it takes to push that school forward.

On the other hand, continuance commitment refers to the consciousness of the cost implication of leaving the organisation. It is considered to be a calculative mindset because it has to do with the consciousness of expenses and threats connected to leaving the organisation. An instance can be taken from an individual who was trained to be a banker but could not secure any employment but decided to pick up an appointment with a private school. It can be assumed that such an individual will want to keep his/her appointment with such a school because there is no alternative but to retain his/her appointment with that school. This is an indication that a teacher who remains in the

system chose to be there because they have no option but to stay. Such teachers stay with that particular organisation because of the money they earn and the time they spend in the school system and not because of their loyalty to the school they work with²⁵.

This is not the case with affective commitment where a teacher remains with the organisation because of the desire to stay and recognition of the principles of the organisation. Normative commitment is another level of commitment where a teacher exhibits a sense of responsibility to maintain his employment with the school he is working with. It is the recognition of the cost attached to leaving the organisation. A situation whereby an employee is not satisfied with the treatment receiving from the organisation he is working with but by his sense of responsibility to the organisation, he does not have an option but to keep his appointment with the school system. Out of these three components, the only thing that makes the difference is the state of mind. It is noticed that the more satisfaction an employee gets from his job the more commitment and loyalty he or she exhibits to the organisation⁴⁰.

Essentially, based on the inferences from the submissions of various scholars, it may be assumed that organisational commitment plays a crucial role in determining whether the employee will stay with the organisation for a longer period and work passionately towards the organisation's goals. At the same time, determinants of organisational commitment can help to predict job satisfaction, job involvement, employee satisfaction, employee engagement, distributions of leadership, job performance, job insecurity, and the like²⁵.

With the assumption that organisational commitment determines how long employees stay with the organisation working for. There are therefore a lot of benefits to be derived by the organisation and the employees as well. These include high productivity, and committed employees who tend to believe in organisational goals, visions and values. In so doing, they stand to encourage and ensure their colleagues or team members display the same. Secondly, when employee displays a high level of commitment to the organisation, they report lesser absenteeism, always look forward to being at work, ensure the completion of their assigned work, help carry out projects and, contributes toward organisational goals with other colleagues. Likewise, a committed employee exhibits excellent collaboration and teamwork whereby he or she works hard to boost the team's productivity⁴⁰.

Not only that, due to a strong commitment to the organisation, the employee stands to advocate positively for the organisation and has strong belief and support for the organisation's products, services and policies. Lastly, it reduces tardiness and turnover. Organisational commitment goes beyond passive loyalty but entails an active relationship with the organisation, such that individuals are willing to give something from themselves to contribute to the organisation's wellbeing⁴¹. The second variable that may influence public secondary school teachers' job involvement in Oyo state as will be considered in this study is teachers' locus of control

Locus of control was first studied by a researcher and later modified by another set of researchers⁴². Since then, it has become a field of research for several researchers on which many personality variables have been used to analyse. The scale developed by a scholar enabled researchers from different fields such as education and social sciences to

carry out their experiments on the Locus of control with ease⁴². Locus of control is the expression of an individual's assessments concerning direct life, the events such as individual encounters and the outcome of these events⁴³. It is the control an individual has over the events of life. It is a construct in which individual perspectives about reinforcement contingency⁴². Locus of control as a psychological construct is an important variable that is based on the assumption whether praise or condemnation is received by an individual as consequences based on such person's future attitudes⁴³. In all, it should be noted that locus of control is the extent to which an individual can perceive himself or herself as able or unable, to make things happen around him/her.

The concept of locus of control is believed to be either external or internal that is internal locus of control and external locus of control⁴⁴. Individuals with an internal locus of control have the belief that their destiny is in their hands and that it is whatever they are not interested in that they cannot achieve. They believe that in as much as they can input effort and strive; they shall surely achieve their goals, objectives and aspirations in life⁴⁵. People of these categories, hold themselves responsible for failure or success they attained or occur to them in life. They do not give up easily to failure but rather give all it takes to attain success and make a change over the situation⁴⁵.

In this wise, it can be assumed that a person with an internal locus of control will be ready to give all it takes to ensure he influences every opportunity or situation at his disposal positively to his favour. On the contrary, people with an external locus of control give room for external affairs to dictate or influence the affairs of their lives⁴⁴. They tend to attribute and leave whatever happens to them to chance, fate, and luck⁴⁶. At times they

give the impression that the world is too complex to be predicted. Such individuals easily apportion blame to others for their performances⁴⁶.

However, research has shown that teachers with an internal locus of control strive to ensure that no external factor is allowed to affect job performance satisfaction or involvement⁴⁴. If peradventure, they cannot achieve their objectives; they rather opt for another job⁴⁶. Some other research showed that the professional orientation of university teachers and locus of control have a high contributory impact on their affective commitment⁴⁷. It was stated that university teachers with a more internal locus of control are likely to have a high affective and normative commitment while those with an external locus of control are liable to have a high continuance commitment⁴⁷. Moreover, teachers with an external locus of control who could not meet up with the expected level of job satisfaction attribute the experience to other superior power or people, other factors or ignore the situation and at a time choose to bear with it or expect external power to bring a change⁴⁸.

The commitment of a teacher is one of the most critical factors determining the effectiveness of teaching⁴⁹. A critical examination of the Nigerian educational system in general, and public secondary schools in particular, revealed that the level of commitment among teachers appears to have deteriorated over time. However, a low degree of commitment among public secondary school teachers is one of the critical elements causing low student performance in external examinations in Nigeria. Also, low commitment of teachers appears to be a major factor contributing to poor academic performance of students in Nigeria. This may likely 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. Thus, teachers with a high level of commitment can make a difference in the overall learning and achievement of students⁴⁹. When a teacher is committed, his/her teacher is attached to his or her profession and the school working for.

It is also expected of teachers who possess the correct attitude and behavior toward their profession and the schools they work for to give all it takes to go the extra mile in carrying out and discharging their duties without expecting any compensation or incentives from their organisation. Such teachers will always seek to promote and project the image of their profession and even schools well wherever they go⁴⁹. Notwithstanding, considering the teaching profession, there is a need to understand that teachers' attitudes, behaviour, and commitment are highly significant to the implementation and achievement of goals, vision, and mission of government for education. Not only that, the involvement of teachers to their job also have a long way to go in affecting, influencing or determining the overall academic performance of learners in the school¹.

However, it is very important that any school management also provide some incentives that can serve as motivation to stimulate teachers to develop a sense of responsibility and attachment towards the schools' goals, values, vision and mission. Not only that, the environmental condition of the working place, to which the employee (teacher) is subjected is also assumed to have a long way in wanting to develop a sense of belongingness to the school he or she works for and identifying with his or her job or profession⁵⁰. However, teachers must develop a high degree of job involvement because the quality of the educational system, as well as the profession of education within the

system, depend majorly on them, they are expected to guide and carry out most of the tasks and the educational activities that take place within the school system⁵⁰.

In addition, the quality of instruction, model of school learning and opportunity to learn depend on the teacher⁵¹. Moreover, teachers are said to be role models and are expected to manage and effect changes and complex reforms that are taking place both inside and outside the schools and institutions of higher education. Also, a highly committed and dedicated teacher stands to inculcate and nurture values things that will guide the usage of learning both knowledge and skills in the wider world outside the classroom⁵¹.

Oyo state as the geographical location of the existing study is one of the states in Western Nigeria, which was created on the 3rd February 1976, also known as pace setter- state tagged “Ajisebioyo laari”. In 1991, Osun state was carved out of Oyo state, and the present governor is Engineer Oluwaseyi Makinde deputising by Rauf Olaniyan. Oyo State is surrounded by Kwara State on the north, Osun State on the east, Ogun State on the south and the Republic of Benin on the West. Oyo state is a Yoruba-speaking state with a population of about 5,591,589 as of 2006⁵². There are some industries like Brewery, Publishing industries, tobacco processing factories, wood and steel processing factories and a motor vehicle assembly plant. There is also the International Institute of Tropical Agriculture (IITA), and the Cocoa Research Institute of Nigeria (CRIN) in Ibadan, there are also state tourist attractions such as the University Zoological Garden and Agodi Zoological Garden. The state secretariat is situated in Ibadan city. Above it, all is the

availability of tertiary institutions such as the University of Ibadan, Polytechnic and 606 public secondary schools in Oyo state⁵³.

One would think that Oyo State has been what it is otherwise called a “Pacesetter” and should set an example in all ramifications including excellent performance in education but the reverse is the case. Teachers who are life-builders with noble professions forget that their profession necessitates individuals who will go above and beyond official duties to assist the school and students in achieving the set goals. 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 because 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.

All these expectations seem not to be a full fund for teachers in Oyo State and it is detrimental to the educational goals. Problems arise when a teacher is not committed and loyal to his or her job, such an individual is not likely to exhibit a high level of job satisfaction, organisational 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. Meanwhile, teachers who are highly committed, more likely to stay on the job longer, perform better than their uncommitted colleagues, are full of excitement to contribute positively to the success of the school and are willing to go the extra mile for the students and the school would help in achieving the goals and objectives of the schools. To this end,

it is necessary to carry out the influence of organisational commitment and teachers; external locus of control on job involvement of teachers in public secondary school in Oyo State.

1.2 Statement of the Problem

It has been observed that many employees including teachers seem not to be exhibiting the right attitudes toward their job or profession which is evident through literature and observation. Considering the performance of Oyo State secondary school students in the last six years, out of 36 states in Nigeria, Oyo State was at 24th position in 2014, 27th position in 2015, 29th position in 2016, 26th position in 2017, and 2018, and 2019⁵³ This result can one way or the other be traced back to the teachers' involvement to teaching in Oyo state. The teaching profession is expected to be instrumental to the upbringing, preparation and equipping children and youth to the desired, better future and dream society is somehow invaded by some people who probably could not gain employment, and decided to occupy themselves with teaching. This situation is seen as a problem because of its effects on the activities of secondary schools in the sense that, students' academic performance may drastically drop. Low students' academic performance may hinder the possibility of being admitted into higher institutions both in Nigeria and outside. It is also capable of decreasing students' enrolment in public schools and increasing the rate of dropout from secondary school. Many studies have been carried out on job involvement, while few research studies have been carried out on teachers' job involvement. For instance, previous studies reported information on job involvement, and investigations carried out on the organisational commitment of workers in many areas of

endeavour^{54,55}. However, it appears that organisational commitment and teacher's external locus of control has not been fully explored as factors that may determine the job involvement of public secondary school teachers, especially in Oyo State Nigeria. Therefore, it is considered necessary and timely to investigate whether or not organisational commitment and locus of control can serve as factors influencing the job involvement of secondary school teachers in Oyo State.

1.3 Aim and Objectives of the Study

This study aimed to investigate the influence of organisational commitment and locus of control of teachers on job involvement in Oyo State.

The objectives are to:

- (i) identify the level of teachers' job involvement in Oyo State;
- (ii) identify the status of teachers' organisational commitment to secondary school teachers in Oyo State;
- (iii) examine the level of secondary school teachers' Locus of control in Oyo State;
- (iv) identify the combined influence of organisational commitment (affective commitment, continuance commitment and normative commitment) and teachers' locus of control (internal and external) in Oyo State;
- (v) examine the relative influence of organisational commitment and locus of control on job involvement of secondary school teachers in Oyo State;
- (vi) ascertain the gender difference in teachers' job involvement in Oyo State;
- (vii) examine the gender difference in the organisational commitment of secondary school teachers in Oyo State; and

(viii) ascertain gender differences in secondary school teachers' locus of control in the Oyo State.

1.4 Research Questions

The study will be guided by the following research questions:

- (i) What is the level of teachers' job involvement in Oyo state?
- (ii) What is the status of organisational commitment of teachers in Oyo state? and
- (iii) What is the level of teachers' locus of control in Oyo state?

1.5 Hypotheses

The hypotheses below which will be tested at a 0.05 level of significance shall guide the study.

Ho1: There will be no significant combined influence of organisational commitment (affective, normative and continuance) and teachers' locus of control (external and internal) on job involvement in public secondary schools in Oyo State.

Ho2: There will be no significant relative influence of organisational commitment (affective, normative and continuance) and teachers' locus of control (external and internal) on job involvement in public secondary schools in Oyo State.

Ho3: There will be no significant gender difference in public secondary school teachers' job involvement in Oyo State.

Ho4: There will be no gender-significant difference in difference organisational commitment of public secondary school teachers in Oyo state.

Ho5: There will be no gender-significant difference in the locus of control of public secondary school teachers in Oyo State.

1.6 Significance of the Study

This study is significant because it explores the factors that may determine the job involvement of teachers in public secondary schools in Oyo state. Although previous studies have revealed certain factors, it appears much has not been done to investigate the independent variables together with moderating variables in this study and this therefore makes the study unique. The findings of this study will serve as a guide or professional master plan for the Oyo state government, ministries of education in other states and Nigeria, as well as policy makers in the education sectors both at the state level and National level.

Furthermore, teachers in both private and public secondary schools in Oyo state and by extension in Nigeria will find the result of this study very useful to develop a better attitude towards their profession. It will serve as an eye opener to the principals in secondary schools both private and government and enable them to be more strategic whenever there is a need to employ teachers. This will result in producing academically sound students. Not only that but when well-furnished and well-behaved students are released into society, society will be positively influenced and be what it is expected to be. In addition, proprietors and private school owners in Oyo state and Nigeria at large will also find the result of this study useful in a bid to improve the job involvement of their

teachers. Finally, this study will contribute to the existing body of knowledge and literature on job involvement, organisational commitment and locus of control.

1.7 Scope of the Study

This study explored whether organisational commitment (OC) and teachers' external locus of control could serve as factors influencing the job involvement of secondary school teachers in Oyo State. Organisational commitment is a construct consisting of three main domains, namely; affective, normative and continuance considered. Also, locus of control (LOC) occurs majorly in two ways; external and internal locus of control. Out of these loci of control, the teacher's external locus of control was investigated. In addition, since job involvement is a multidimensional construct and is known to be employees' job-related attitude which can manifest in employees' enthusiasm, zeal and interest towards their job, therefore, hence this study was designed to investigate these three aspects of job involvement.

Furthermore, the gender effect was used to moderate the two independent variables, namely organisational commitment and external locus of control of teachers, as well as the dependent variable, which was the job involvement of teachers. The geographical scope of this study comprised secondary schools in some selected local governments in Oyo State Nigeria. All the Local Council Development Area (LCDA) was excluded.

1.8 Limitations of the Study

This study was not without limitation in the sense that complaints from all the research assistants and the researcher were almost the same. One major limitation was that some supposed respondents did not cooperate with the researcher and research assistant in filling out the questionnaire. In addition, bad roads hindered some vehicles from plying some villages, which made some teachers not available on appointed days for the administration of questionnaires. In those villages, teachers seemed to rotate when to come to schools on days that vehicles would be available. These irregularities in attendance elongated the periods for which the instrument was expected to be administered. Furthermore, there were few holidays, which made the periods for the administration of questionnaires to be extended.

1.9 Operational Definition of Terms

Job Involvement: This is the extent to which a teacher is willing to devote his or her time and energy to the teaching profession or career. It is a job-related attitude that manifests in a teacher's enthusiasm, zeal and interest.

Organisational Commitment: This is a deliberate action(s) put up by an individual teacher to place a correct evaluation on the school and students, which the teacher is working for and thereby resulting in working with them. This can occur on different levels such as affective, continuance and normative commitments.

Affective Commitment: This manifests when a teacher develops a strong recognition of and dedication to the goals and values of the organisation.

Normative Commitment: This occurs when a teacher exhibits a sense of responsibility to maintain his or her employment with the school he or she is working with.

Continuance Commitment: Teachers become conscious of the cost implication of leaving the organisation and thereby decide to stay.

Locus of Control: This is the extent to which an individual teacher feels he or she has or does not have control over what occurs in his/her life which can be external or internal.

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Chapter Two

Literature Review

This chapter shall be discussing under the following heading

- 2.1 **Conceptual Review**
 - 2.1.1 Job
 - 2.1.2 Job Involvement
 - 2.1.3 Organisation
 - 2.1.4 Commitment

- 2.1.5 Teacher
- 2.1.6 Teachers' Job Involvement
- 2.1.7 Organisational Commitment
- 2.1.8 Locus of Control
- 2.1.9 Teachers' Job involvement

2.2 Theoretical Framework

- 2.2.1 Caryl Rusbult's Theory of Commitment
- 2.2.2 Attribution Theory
- 2.2.3 Theory Z

2.3 Review of Empirical Studies

- 2.3.1 Organisational Commitment and Teaching profession
- 2.3.2 Locus of Control and Teaching Profession
- 2.3.3 Job Involvement and Teaching Profession
- 2.3.4 Job Involvement and Locus of Control
- 2.3.5 Job Involvement and organisational commitment
- 2.3.6 Organisational commitment and Locus of Control
- 2.3.7 Job Involvement and Gender Difference
- 2.3.8 Gender Difference and Organisational commitment
- 2.3.9 Gender Difference and Locus of control
- 2.3.10 Organisational Commitment, Leadership Styles and Trust in Teaching Profession
- 2.3.11 Job Involvement and Satisfaction in Teaching Profession
- 2.3.12 Locus of Control and Burnout in Teaching Profession
- 2.3.13 Locus of Control and Academic Achievement

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

2.1 Conceptual Review

2.1.1 Job

One of the things human uses to keep themselves busy and earn a living is a job. Job is very important in the life of a human. In the world of today, any man without a job could

hardly survive and would not have a say in society this part of the world, Job is a kind of service rendered for a wage; it could be days like the artisans, weekly or monthly as we have in salary earners, either governmental, individual or group of people (company/firm). It is an assumption that a man must have a good job at hand for him to live comfortably in life. Some jobs are professional like technical work (for example; engineering,), teaching, and medical work. Some are artistic such as bricklayer, carpentry, fashion designer, and stylist, while some are into business (such as manufacturing of goods, importer and exporter of goods and products, buying and selling of goods and so no).

However, in most cases, income from a particular job will determine how well and comfortably an individual can live and the prospect of that job. For instance, if a business is thriving, it can turn out to become a family business that generation after generation will be living on. Some jobs cannot be transferred from one generation to the other (an example is a salary-based job) and cannot be retained for so long because of their poor yielding income. There is a high tendency to leave a job with a low-earning income for a better one when an individual basic needs of life cannot be met¹. At the same time, Satisfaction might be far from such a job. Likewise, commitment to that job will be very low, thereby affecting the service rendering and in turn affecting productivity.

2.1.2 Job Involvement

When talking about job involvement, we are referring to an employee and his job. It is all about the position the job occupies in the life of an employee which is the importance of the job to an employee. On the other hand, it may be a person's work participation, the

degree of importance work holds, or psychological identification with the work that is done². According to the literature, job involvement is a multidimensional construct. Job involvement describes the personal willingness and attitudes of employees toward their jobs and their professions. At the same time, there is a way by which it affects the coping level of an individual when faced with the pressure and emotions of frustrations at work. It is most likely that a high exhibition of job involvement by employees brings satisfaction. When an employee who experiences satisfaction in his/her job will actually exhibit good relationships in the workplace and also tend to be committed to the organisation he/she works with.

2.1.3 Organisation

An organisation can be described as a company or group of people with a common goal or particular purpose. An example of such is found in industry, company, and an insinuation or even a family. Organisation can also mean a gathering of resources working together to achieve the same goal or purpose. This can come in different ways or forms. A selected set of people might come together to tackle or provide a solution to a short or long-term need. An organisation can be a large one and can be a small one. A large organisation usually exists with different departments and different units. Working together with people in an organisation depends on different factors such as the organisational culture, values, nature of leadership and kind of need for the specific time. Organisations defer and are unique in operations, values, purposes and objectives. This is demonstrated based on the culture of the organisational, life-cycle of the organisation, size of the organisation, source of the top-level leadership, style of the leadership used by the current client, structure and strategies of the organisation as well as rate charge in the external environment³.

One of the features that make an organisation unique from each other is organisational culture⁴. Organisational culture is what depicts an organisation. It penetrates deep into everything that has to do with a company's business. It is also observed to be one of the significant factors for employee satisfaction⁵. Another feature is the size of the organisation. The size of an organisation determines in a way the complexity of the issues to address and how to address such issues. Such issues are considered by the number of divisions, products and services and even personnel. Also, the Source of the top-level leadership is one other feature that determines the uniqueness of an organisation. In some organisations, the executives often facilitate the board members to do their jobs. There is also structure and strategies of the organisation which can determine the uniqueness of an organisation. This describes the approach an organisation adopts in order to meet the needs of its customers and stakeholders effectively and at the same time expect the results. Committed employees are valuable in the existence of an organisation.

2.1.4 Commitment

Commitment can be described as a strong attachment that demonstrates, exhibits, or is given towards an individual, something or relationship. In most situations, the level of commitment determines the attention and energy spent or given to a particular thing, or any relationship and also determines the time devoted to such relationship. When there is commitment, an individual tends to go any length or extra mile to ensure the well-being of what interests him/her. Any relationship or organisation with committed sets of people is

liable to quick success, have experience of fast progress, and get it to the top with ease. When faced with difficulty, commitment towards each other or the organisation compels individuals to involve to give all it takes to get the problem solved. Commitment can be exhibited at the family level, friendship level, organisational level, and even at the community level.

Commitment occurs in three major ways which are effective, normative and continuance². At the organisational level, the employee may be committed to the organisation based on the interest he or she has developed towards the organisation and as a result, be strongly committed whatever the situation. This is affective commitment. On the other hand, the employee can be committed to an organisation considering the cost of leaving the organisation without the hope of getting another employment; this is continuance while another employee may look at it that him/her should retain his employment with the organisation due to the money he/ she is earning; which is normative commitment.

2.1.5 Teacher

Research has shown that teachers play an important role in training and educating society's future members and leaders⁶. The teacher is at the center of the interaction of the main element of an educational system which comprises learners, the educational program, teaching and the environment. Teacher takes the task of educating young and adult individuals' needs in society. Apart from genetics, teacher contributes greatly to student learning and knowledge acquisition⁷. However, the effectiveness of any teacher in the teaching profession will require that such a teacher get him/herself updated in knowledge and information. It is also expected who will be able to be effective in the classroom to exhibit

pedagogical knowledge with high expectations from his/her students and create a positive teacher-student relationship, follow up with students and give them feedback.

Moreover, for any individual to be an effective teacher, such is expected to acquire six areas of knowledge which are content knowledge, pedagogical knowledge, knowledge about learners and how they learn, personality knowledge, high-level conceptual knowledge and cooperative communicational knowledge⁷. Teachers receive their training and skills in the institutions that train teachers such as teacher training colleges, the National College of Education (NCE) and Universities. The overall performance of learners in school depends on the teachers' level of commitment and their job satisfaction⁶.

2.1.6 Teachers' Job Involvement

It has been said that teacher plays an important role in training and educating society's future members and leaders. If any teacher will be able to carry out this duty effectively, he/she is expected to exhibit a certain level of job involvement. A teacher's job involvement can be described as a position the teaching profession occupies in the heart of a teacher. The level of job involvement exhibited by a teacher enables him/her to stand the opportunity to perform as a professional and at the same time help build learners to meet up with societal demands. In some cases when employees get more involved in their job, they stand the opportunity of boosting their sense of value which is likely to motivate greater devotion to any assignment task job demands. Getting involved a teacher with the job demonstrates an important attitude toward the teaching profession which will affect both the learners and co-workers⁸. Looking at teacher's Job involvement from the perspective of the organisation; when there are incentives from the side of the employer towards the employee, it makes the

employee want to get more involved to demonstrate his/her loyalty to the job and ensure the progress of the job.

It is an observation that there is a significant relationship between employees' job involvement and employees' job organisation commitment⁹. When employees possess or exhibit a high level of job involvement and organisational commitment are likely to be more motivated than those with low job involvement and organisational commitment¹⁰. This is because of the interest they have in both the job and the organisation¹¹. The two are significant to the organisation and individual performance. In other words, it implies that for an individual to be involved in his job, it is likely that such be satisfied with the job and at the same time be committed to the organisation¹².

2.1.7 Organisational Commitment

Organisational commitment is a combination of two words; organisation and commitment. Organisation as a word is derived from the Latin word *organizare* which can be split into two words; organ and job. Organ means a complete structure but differentiated into a functional unit. A job can be work or business. Therefore, organisation means a group of people, businesses, companies or countries formed or set up for a purpose¹³. Commitment is a positive attitude towards something or the hard work or loyalty given by an individual to something, organisation or activity¹⁴. It can also be a function of inherent sincerity in a person which develops the capacity to work hard and give good results even in poor and unpalatable circumstances. Organisation can also mean a company of a selected set of people working together to achieve the same goal or purpose.

However, organisational commitment is the degree to which an employee gets himself fitted into the organ process and gets associated with the organisation. It has to do with the employee's loyalty to the organisation to which he/her belongs. At times there may be a kind of desire or interest within an employee to retain his or her membership with an organisation he works with due to some benefits deriving from the organisation. These kinds of interest can be demonstrated through three levels of commitment; continuance, affective, and normative. When an employee is emotionally dedicated to the organisation and maintains his/her loyalty to the organisation, it is said to be an effective commitment. Such employees must have seen or noticed a kind of level of compatibility in their relationship with the goal and value of the organisation they work for and at this point, they will be ready to give all it takes to push the organisation forward. On the other hand, when an employee becomes conscious of the cost implication of leaving the organisation and is not ready to bear the cost, he/she might choose to stay or retain his appointment with the organisation. This level of commitment is known to be a continuance commitment. Another level of commitment whereby an employee exhibits a sense of responsibility to maintain his employment with an organisation is known to be normative commitment.

2.1.8 Locus of Control

The degree to which individuals believe that they have control over the situation or event in their lives can be said to be a locus of control. It is the assessment of an individual concerning direct life, events encountered by an individual and the outcome of those events¹⁵. This is the extent to which an individual can perceive him or herself as able or unable, to

make things happen around him/her. The concept is believed to be exhibited in two ways that are external locus of control and internal locus of control. People who exhibit internal locus of control believe they have control over their destiny and they cannot achieve only things that do not interest them¹⁵. These sets of people believe that with their efforts, they will be able to achieve their goals. They do not easily give up nor apportion blame for their failure in life but rather take responsibility for either success or failure that occurs to them in life¹⁵. However, people with an external locus of control tend leaving their life experiences to chance and circumstance. People of that category easily apportion blame to others for their performances¹⁶.

2.1.9 Teachers' Locus of Control

People with an external locus of control easily interact and socialize with their surroundings as well as be active in different events¹⁷. This is a good character that can help a teacher to be effective in his/her teaching profession and make a good impact on the lives of learners who come around them. Although these sets of people easily interact and socialize, they usually put in little effort and once they find out they cannot achieve the goal, they tend to withdraw from struggling and leave the rest to chances¹⁷. Likewise, teachers with an internal locus of control are greatly committed to their professions and strive to make things happen¹⁸. This is not like teachers with an external locus of control; once they cannot meet up with the expected level of job satisfaction apportion blame to the superior officers or ignore the situation¹⁸.

2.2 Theoretical Framework

2.2.1 Caryl Rusbult's Theory of Commitment

The theory was rooted in interdependence theory which was proposed in the late 1950s by John Thibaut and Harold Kelley. Caryl Rusbult's theory of commitment was formulated in the year 1980. This theory was based on the assumption that commitment is subjected to experience as a result of dependence¹⁶. It is also a function of three independent variables which are; satisfaction level, quality of alternatives and investment size. According to Caryl, the satisfaction level is related to the positivity of outcome obtained in interactions with a partner which is born out of comparing a similar outcome within a given domain. Quality of alternative is the second variable; this is referred to as satisfaction expected to attain which may be romantic or non-romantic compared to the current relationship. The third variable is investment size, it was noted that some relationship is maintained not on the note of satisfaction, nor because there is no other alternative but because they do not want to bear the consequences of breaking up as a result of what had been invested into the relationship which may likely to lose or diminish in value at the ending of the relationship.

Caryl Rusbult's theory of relationship is very relevant to this study in the sense that; the three independent variables indicate that commitment to a relationship persists not only because of the positive qualities that attract partners to each other (talking about satisfaction) but also of the bond that binds the two partner to one another (talking about investment size) and the absence of better option that goes beyond the relationship exists between the present partner (talking about lack of alternative). These describe the three-level of commitments when it comes to the organisational commitment of an individual¹⁷

There is a kind of link or relationship between job involvement and organisational commitment which has to do with the recognition and identification of the employee in the way he expresses his interest in his job. In some literature, job involvement and

organisational commitment are treated alike meanwhile, they are different phenomena in that job involvement has to do with an individual's link and attachment to his/her current job while organisational commitment is all about an individual's attachment and recognition with the organisation he/she is working with¹⁹. Furthermore, there is the likelihood that an individual with low job involvement quit the organisation withdraw from work, and change their interest towards something else outside job²⁰. There is also the possibility that there are cases whereby an individual is highly involved in a specific work or given a special assignment at work and yet not committed to that organisation²¹.

2.2.2 Attribution Theory

This theory is a model which explains the causes of behaviours and events. The theory was first propounded by Fritz Heider in 1958. Fritz Heider was known to be the father of attribution theory. It was assumed from this theory that, people observed, analyzed and explained behaviours and events with explanations. Attribution is assumed to be external and internal. Internal attribution is made when an individual character or achievement is attached to individual ability, personality, attitude or disposition, mood and efforts. External attribution is made when a given behaviour was seen as a task, other people, a lucky environment or weather conditions. This theory is relevant to this study based on Fritz's two assumptions through which attribution can be made (that is external and internal). It was submitted that individual can associate their behaviour, success or failure, with ability, strength, personality and even effort. On the other hand, an individual can attribute behaviour, success or failure to cause by mood, people around, weather conditions, and the situation at

hand. The locus of control of an individual is based on this theory as it can either be external or internal²⁰.

2.2.3 Theory Z

The theory was first formulated in 1981 by Williams Ouchi (Williams Touch 1981, theory Z, How American management can meet the Japanese challenge). The theory ascertained that there is a tendency for a reduction in employee turnover, an increase in the commitment of employees, improvement in the morale and job satisfaction of employees, also capable of bringing about an increase in the productivity of employees. The assumption of theory Z was based on the fact that; one, workers (employees) seek to build a corporative and intimate working relationship with co-workers. Two, workers (employees) expect a level of support and reciprocity from the organisation. The third assumption is that employee wants to maintain a work-life balance and value/desire a working environment in which things like family, culture and traditions are considered to be as important as the work itself. Finally, it was assumed that employees can be trusted to do their job to their utmost ability and look after their and others' well-being when receive maximum or right support from management assumption.

This theory is relevant in this study based on assumptions one, two and four which; (i) employee seeks to build a corporative and intimate working relationship with a co-worker, (ii) employee wants to maintain a work-life balance, value/desire a working environment in which things like family, culture and traditions are considered to be as important as the work itself. (iii) employees can be trusted to do their job to their utmost ability and look after their and others' well-being when receive maximum or right support from management¹⁴.

2.3 Review of Empirical Studies

2.3.1 Organisational commitment and Teaching Profession

Having a commitment to an organisation is a form of the emergence of employee behavior towards work owned by someone. Commitment is one form of identification of the employees' situations that are partial to a particular organisation and its goals and desires to maintain membership of the organisation. Organisational commitment implies acceptance of the direction and goals of the organisation and a strong desire to be part of the organisation. This means that there is a high determination of a teacher to remain in an organisation in order to participate in achieving the goals of the organisation. Organisational commitment is also interpreted as a strong desire to remain as a member of a particular organisation; the desire to try hard according to the wishes of the organisation; certain beliefs, acceptance of organisational values and goals. Organisational commitment is an attitude that reflects employee loyalty to the organisation and continued success and progress. Along with the development of the organisational commitment theory, referring to who put forward the definition of commitment in the organisation to be a psychological constructs that is characteristic of the relationship of organisational members with the organisation and has implications for individual decisions to continue their membership in the organisation. Organisational commitment provides a reflection of the organisation members that gives loyalty and contributes to the organisation. Based on the theory explained above, it can be mentioned that organisational commitment tends to express the feelings possessed by employees who provide a picture as a form of desires, needs and responsibilities for employees towards the organisation¹⁴.

Organisational Commitment of Teachers in most cases is said to be the determinant of educational success in schools¹⁴. The commitment of teachers goes a long way in helping to achieve educational goals. Commitment is one of the principles of virtue expected to be possessed by professional teachers which can be of good assistance to the success of the teaching profession¹⁴. The research was carried out in which it was found out that the expectations towards the teacher's commitment to teaching quality were nothing to write home about the due method of teaching adopted despite training they undergo which gave rise to the poor achievement of the students¹⁵.

Lots of things can be contributory factors to a teacher's commitment such as intrinsic motivation, positive group motivation, perceived advancement, people's expectations, social motivation, and status perception just to mention few¹⁵. A teacher who is committed to excellent value chooses to be committed to becoming a professional and better teacher. This was verified by a study which was carried out in the Department of Management Education, Faculty of Teacher Training and Education, University Lambung Mangkurat, Banjarmasin, Indonesia Teachers Organisation Commitment in Elementary School.

In a study in Banjarmasin Indonesia, the objectives were to analyse the organisational commitment of teachers between excellent and low-achievement schools, in urban and suburban areas of Banjarmasin. The questionnaire was used to measure teachers' commitment and one-way ANOVA and two-way ANOVA were used to analyse the data collected. Data was collected from about 247 elementary schools in Banjarmasin. The result of the analysis showed that the organisational commitment of teachers in elementary schools in Banjarmasin was very good¹⁶. It was shown that the continuance commitment has the highest mean value¹⁶. The interaction frequency value of the organisational commitment of

teachers between excellent and low-achievement schools both in urban and suburban areas is 5.368 which is significant (<0.05)¹⁶. It was concluded in this research that there was a significant difference between the organisational commitment of teachers in excellent and low-achievement schools both in urban and suburban areas in Banjarmasin¹⁶.

A teacher who is committed to his/her school is expected to maintain his relationship with the organisation and take as priority activities that will help the organisation to achieve its goals a teacher can exhibit a strong psychological attachment to school, students, subject, and at the same time having different pattern of behaviour demonstrating his/her level of commitment¹⁷. In line with this, research was set up to investigate the clear relationship between the teacher profession and organisation commitment. The questionnaire was used to gather data from about 983 teachers from 25 middle schools and 27 high schools. The result showed the relationship between professional commitment and organisational commitment in school. At the managerial level, the participants were positively associated with both the professional and the organisational commitment, whereas, at the technical level, the participants were only positively related to the teacher's professional commitment¹².

Moreover, the kind of work environment that sense teacher results from the available facility may be strong enough to affect the style of such teacher(s). Some factors like; profession, work, team, students, or school, can influence the experience of teachers in the work environment sense. A study was carried out aimed at identifying high school teachers' commitment to school development, colleagues in the teaching profession, and sense of duty. A population of about 2,805 teachers from 47, high schools were used. The questionnaire which was used as the research instrument consists of two sections; in which one contained a

conceptual question and the second contained question on organisational commitment behaviour.

The result obtained showed that high school teachers were fully committed only to the teaching profession but felt often committed on other sub dimensions' scale, there was a higher commitment to a sense of duty in teacher candidates than it was in teachers and specialist teachers, low commitment to school development by vocational and technical teachers compeer with other teachers, a high positive and meaningful relationship between the sub-dimensions and the entire scale¹⁸.

Howbeit, a new educational policy reformation was implemented by the prime minister of Ethiopia in late 2018 which has brought about a stimulating change in different aspects especially the educational sector in the history of the country's educational system compared to the previous years⁵. This suggests that teachers' commitment plays a vital role in implementing the vision, goals and mission of the educational sector of a country. However, it can be said that organisational commitment is capable of predicting some variables like turnover, and job performance. At the same time, other factors are said to be connected to workers' sense of organisational commitment, this includes job security and employability, role stress, empowerment and distribution of leadership²⁰.

Focus on human resources plays an important role in the success of an organisation, although, the outcome may be either positive or negative²⁰. As a result, school owners and leaders will do well in encouraging and influencing teachers to achieve the educational policy's common goal. Therefore, standing on these perspectives, teachers' level of organisational commitment in secondary schools in Addis Ababa was investigated. A questionnaire was adopted as the research instrument for data collection. 230 teachers were

randomly selected in 15 public secondary schools. Questions were adapted altogether putting the three-level of organisational commitment into consideration. The outcome of the research showed low affective and normative with encouraging continuance commitment. On the side senior and experienced teachers, their level of commitment was low⁵.

Meanwhile, literature revealed that any teacher committed to teaching takes the responsibility of constantly exploring a new way of teaching in order to develop students' learning experiences. He/she sees it as a responsibility to carry students along with innovative structural strategies that lead to better achievement and help students to get themselves involved in school activities thereby becoming active learners²¹. When a teacher is committed to the teaching profession, it is believed that such a teacher will not find it difficult to work hand in hand with his/her colleagues in building up students for learning. Research has shown that committed teachers are after promoting school and student achievement, work performance, and even the teaching profession. Their concern is high-quality service and good performance in which they derive joy²¹.

When teachers are allowed to participate in leadership and decision-making in school, it gives room for democratic leadership operation in school²². At the same time, teachers' perspectives of organisational commitment seem to be affected as a result of the principals' leadership distribution behavior²². Consequently, the Organisational commitment of teachers in school is likely to become high due to participation in leadership distribution practices²². This becomes advantageous to teachers who have a high level of commitment and are motivated to solve a problem rather than cause a problem^{22,23}. Not only that, when there is cooperation among the teachers and the principal, a teacher will put in all effort to accomplish the objective of the school²³.

The research was carried out to investigate the effect of school principals' distributed leadership behaviour on teachers' organisational commitment. The data was gathered from 772 respondents and analyzed with SPSS while Pearson Moment Correlation was used to determine the relationship among the variables. The findings revealed that there is a positive and significant relationship between school principals' distributed leadership behaviour and teachers' organisational commitment²³. Also, the result determined the principals' distributed leadership behaviours as a predictor of teachers' organisational commitment²³.

Many types of research have been carried out on teachers' organisational commitment to emotional intelligence in which the result indicated that teachers who possess higher emotional intelligence were found to be more committed to their organisation. It was also found that emotional intelligence has a positive effect on the organisational intelligence of teachers²⁴. In another experiment, it was found that teachers with a higher level of emotional intelligence felt more respected and valued in the positions they occupied in the organisation and as a result, developed loyalty and commitment to the organisation²⁴. During this same experiment, it was again found that the significant correlation found in between the use of emotions and the commitment of employees to the organisation was ($r=0.58<0.01$)²⁵. In some other experiments, where a study was carried out to investigate the effects of interpersonal skills training on emotional intelligence and organisational commitment of employees, it was recorded that emotional intelligence mediates the organisational commitment of individual employee²⁶.

Meanwhile, a study exploring the relationship of self-efficacy and emotional intelligence to work-related (including organisational commitment) of secondary school teachers in southwest Nigeria. The findings related to the hypothesis that emotionally

intelligent teachers possess a higher level of organisational commitment ($r=0.25$, $p<0.05$)²⁷. Another study investigated the relationship between emotional intelligence, leadership, job satisfaction, and commitment of primary school teachers in Greece. The result came out with findings that showed that emotional intelligence has a positive influence on leadership effectiveness which was strongly linked to job satisfaction and organisational commitment of teachers²⁸. It was further suggested through the study that while cognitive ability and professional competence were taken into account in the selection of teachers, emotional competencies must also be considered as standards for educators to ensure adequate levels of performance for teachers²⁸.

One other study which investigated the relationship between emotional intelligence and organisational commitment of college teachers in Pakistan came out with findings that revealed a significant relationship between emotional intelligence to organisational commitment. This study reinforces previous studies in that it reflects the predictability power of emotional intelligence toward the organisational commitment of teachers²⁹. The study went further to recommend that emotional intelligence be part of the selection and recruitment of teachers and be utilized as an intervention to enhance the level of organisational commitment of prospective and in-service teachers in Pakistani colleges²⁹.

Additionally, lots of research has been carried out to buttress the fact that psychological forces such as motivation affect the commitment of an employee including a teacher, it also affects the direction of employee behavior^{30,31}. The research was carried out in Bangladesh in which data was collected from 130 employees came up with The result indicated that rewards, recognition of non-monetary benefits, and promotion when due serve as motivating instruments to influence employees' performance³². In a study in which 500

University teachers' respondents were analyzed the result revealed that private universities provide monetary benefits that were not available with public universities and this resulted in improvement in efficient, positive relationships with commitment and performance of teachers in private university³². Private university teachers are saddled with the workload, this allows them to earn rewards that in a way instigate in them more dedication, efficiency, and involvement.

Meanwhile, this is unlike public university teachers; they are not profit-motivated and have guaranteed tenure of employment. Therefore, they tend to develop a cold attitude which has a negative influence on their level of commitment. These reflect the positive moderating effect of a work-centric attitude on the relationship between organisational commitment and the performance of the university³³. A study to determine the impact of various institutional factors on organisational commitment was carried out; the questionnaire was used as a research instrument to collect data from 570 respondents and the result indicated that there is a negative impact on protectiveness on commitment and performance³⁴. The availability of job security in public universities resulted in to decrease in the commitment of employees and performance as well as efficiency and dedication levels. On the other hand, the availability of job security in a private university increases the level of dedication, efficiency, desire to work, and commitment to the accomplishment of the object and task of the job.

Howbeit, research has shown that there are other factors such as leadership styles, changes in working conditions and quality of life that influence the organisational commitment of university teachers. Leadership style goes a long way in influencing the organisational commitment of university teachers^{35,36}. In a study, two hundred and fifty-one

(251) questionnaires were used to gather data to detect whether or not there is a relationship between leadership style and organisational commitment of university teachers. The F test and hypothesis testing indicated that academic leadership is positively related to organisational commitment^{36,37}. Consequently, changes in work conditions and quality of life serve as factors influencing the organisational commitment of university teachers^{38,39}. In addition, a situational paradigm of organisational commitment is also dependent on parameters including job satisfaction, stress, employee behaviour, psychological distress, ergonomics, social support, and work identity⁴⁰.

Organisational commitment in employees reflects affective commitment based on firm-specific situations of the actual exchange. Accordingly, employees evaluate their commitment based on their perception of the quality of exchange with the organisation. The research was carried out by two different sets of the research group to detect the influence of change in working conditions and quality of life on the organisational commitment of university teachers; the first study made use of 550 questionnaires while the second study implores 104 questionnaires for data collection. The outcome of the results showed that university teachers are dissatisfied with the working conditions which are neither safe nor healthy⁴¹. This thereby affects the accomplishment of organisational goals and objectives alongside with effectiveness and efficiency of the organisation^{41,42,43,44}.

Moreover, it is important to note that a high level of commitment among academic staff contributes a great deal to the success of any tertiary institution⁴⁵. A study investigated factors associated with the organisational commitment of university academic employees and at the same time sought to develop a parsimonious model that predicts organisational

commitment among academic employees in Botswana and engaged 165 respondents with questionnaires to gather data. The Result revealed 11 factors that were associated with commitment to the university. Some of these factors were said to be directly or indirectly connected to university management⁴⁶.

In addition, the overall commitment of teachers and the level of commitment in each dimension of organisational commitment were investigated. Ex-post facto research design and descriptive statistics were used to analyze the collected data. The result of the analysis came out with findings that teachers in Edo State public secondary schools exhibit a high level of commitment to official duties and also to all three dimensions of organisational commitment⁴⁷. It was also recommended from this study that the government should make available funds to enable teachers to undergo training and retraining in order to meet the current challenge of the economy and social reforms in the state⁴⁷. This may probably improve the level of commitment among the teachers to their duties⁴⁷.

However, research was carried out to investigate the relationship between human resource practice based on four aspects (that is recruitment and placement, teaching education and career, development, support, communication and retention and performance and appraisal) and citizenship behaviour at the primary school level in Taiwan. Data was collected from 586 serving primary school teachers in Taiwan. This was analysed and came out with a result that deviated from previous findings. The analysis indicated that teachers with a high level of organisational commitment are liable to demonstrate or exhibit organisational citizenship behavior⁴⁸. The implication of this is that, when a different human resources strategy is put in place, it will promote teachers' commitment⁴⁸.

A researcher investigated the state of university teachers' level of commitment; in different dimensions. The significant differences in the demographics were examined as well as the perception of teachers over their organisational commitment. The data was gathered from teachers of some selected universities in India. The analysis revealed that a large number of the teachers in the university in India manifest continuance commitment towards their profession, it was also revealed that their level of education affects the university teachers' commitment to their professions significantly⁴⁹.

In addition, the treatment given to the university teachers by the university determines the commitment of the teachers to their profession. When receive good treatment from the university, they exhibit a great commitment and become committed to ensuring the achievement of the goals of the University⁴⁹. A recommendation was then made that for the teachers in the university to improve their level of commitment to their profession, management will also have strategies as per how to get their salaries paid regularly and on time, provide a safe and healthy environment, give room for developing human competency and many more⁵⁰.

It was stated by a researcher that leadership behaviour toward employees has a way of influencing the commitment and loyalty of an employee to the organisation⁵¹. Also, the ability to recruit and retain university teachers varies from one university to the other and these will have to do with the kind of bonuses, allowances, pay schemes and non-financial incentives like job security, work-life balance programmed, sabbatical leave, flexible working conditions, professional growth and so on. Not only that, it is expected that personnel managers ensure realistic and clear details about open rules coupled with constructive communication, good climatic conditions and teamwork⁴⁸. When all the above-

mentioned finance and non-finance incentive are put in place by the organisation and the management ensures the implementation, there is a high tendency that employees will be ready to go the extra mile to achieve the goals and objectives of the organisation which is an indication of a high level of organisational commitment⁵².

Furthermore, the researcher aimed to investigate the relationship between self-efficacy and procedural justice on the teachers' willingness to perform extra-role behaviour in Indian schools taking the support for training and the role of organisational commitment as moderating role. Data was collected from six hundred and forty-three (643) teachers and one hundred twenty-eight (128) principals of Uttar Pradesh, India and analysed. It was gathered from the result of the analysis that self-efficacy and procedural justice are directly significantly related to organisational commitment. This result was in line with previous studies which showed the importance of organisational commitment toward the extra-role behaviour of teacher⁵³. On the other hand, it negates the outcome of some other researchers' outcomes which indicated an insignificant relationship between commitment and extra-role behaviour⁵⁴.

Additionally, it was also revealed that teachers tend to accept organisational roles and goals with all willingness when having a higher sense of self-efficacy. This goes with the result of other research⁵⁵. The reason for this result is likely to be that teacher with high self-efficacy tends to believe in their ability and are still capable of handling any uncomfortable situation that crop up in the class. At this stage, students are induced to participate in the activity that goes on in the classroom and at the same time enhance academic excellent⁵⁶. On the part of moderating role, the result revealed that when teachers are actively in support of training, they become more committed to exhibiting extra-role behavior⁵⁶. On the other hand,

they withhold their, commitment to perform extra-role behaviour when social support for training and learning at work is not available⁵⁶.

In research, both direct and indirect relationships between school culture and the organisational commitment of primary school teachers. The cluster sampling method was adopted in which the organisational commitment scale and school culture scale were used to collect data from two hundred primary school teachers that worked between the 2007 and 2008 academic years in Istanbul. Linear regression and path analysis were used to analyse the collected data which helped to influence school culture on the organisational commitment of teachers in primary school. It was indicated from the result that there was a positive correlation between school culture and the organisational commitment of teachers in the primary school but there was no meaningful direct effect of school culture on the organisational commitment of the teachers⁵⁷.

The investigation was carried out trying to find out the relationship between aspects of organisational commitment, job satisfaction and organisational commitment in general among government primary school teachers in Western Australia. The appropriate survey instrument was adapted to gather data from three hundred and eighty-five primary school teachers within thirty-five schools. Collected data were analysed using multiple regression analysis was used to find out the interrelationships between the variables. It was noted from the result that several aspects of organisational commitment were related to job satisfaction⁵⁸. The suggestion was made towards the maintenance of a high level of job satisfaction and commitment of the staff⁵⁸.

The research was carried out to investigate how organisational commitment can be influenced by teaching approaches at Nigeria University. Data was collected from two hundred and sixty-one lecturers in the university and analysed using Partial Least Square Structural Equation Modeling (PLS-SEM 2.0 software). The result of the analyses showed that organisational commitment has a great effect on teaching style⁵⁹. Therefore, it was suggested that the leaders in higher institutions, policymakers and researchers should pay more attention to the effect of dimensions of organisational commitment on the teaching approach^{59,60}.

Meanwhile, an investigation was made on the relationships that exist between job satisfaction, organisational commitment and teacher engagement. Five schools in New York City were used as the geographical location while twenty-six respondents served as the sample population. Two statistical analyses were used (Regression analyses and descriptive) where Regression reflected no significant result but Descriptive analyses suggested that organisational commitment is not significantly related to work engagement among teachers in the sample collected⁶¹. As such, the outcome of this result negated the previous research in which teacher autonomy and self-efficacy were identified as predictors of teacher engagement⁶².

In research where the researcher attempted to find the effect of distributed leadership on teachers' job satisfaction, organisational citizenship behaviour and commitment, an appropriate measuring scale was adopted to measure each variable. Data collected was analysed with standard multiple regression and the result revealed that a sub-dimension of distributed leadership affects teachers' organisational commitment while the coherent leadership team dimension does not⁶³. Invariably, the implication of this is that teachers who

feel they are supported will be highly committed to their schools which was supported by some other research findings^{63,64,65}. It was recommended that sufficient support should be provided for teachers in order to improve their organisational commitment⁶⁵.

In a study, where the impact of organisational justice (distributive, procedural, and interactional) and employees' organisational commitment (affective, continuance, and normative) on the employees' job satisfaction was examined. A total of 119 questionnaires were gathered from employees in one to five-star hotels in Tehran. The results show that among organisational justice dimensions, only distributive justice has a strong relationship with job satisfaction. Similar to this, only normative commitment among the employee organisational commitment characteristics has a significant effect on the employees' job satisfaction⁶⁶. Unlike earlier studies, no connections between affective and continuous commitment, procedural and interactional fairness, and employees' job happiness were discovered. Future research directions and managerial and theoretical consequences are suggested⁶⁶.

To understand the relationship between the impact of organisational culture on commitment and its impact on the delivery of public services, this sort of research employs the associative technique. The findings demonstrated that both high and low levels of commitment were significantly impacted by the strength of the poor corporate culture^{67,68}. The high and low performance of public services is significantly impacted by the inadequate strength of culture. However, if the high and low commitment are first increased, the strong weak culture will have a more significant impact on the performance of public services⁶⁹.

In the study, researchers used data respondents, such as gender, age and long working respondents to provide information on the characteristics of respondents. Analysis of data

with parametric and non-parametric statistics using SEM-PLS (structural Equation Modelling-Partial Least Square) on the research variables, instrument test, normality test, hypothesis test, as well as discussion of the hypothesis test results and path analysis Path. Route analysis was used to analyze relationship patterns that show how different variables, both direct and indirect influences have on one another. Smart PLS Ver. 3.0 was used to assist in the study's line coefficient calculation. The computation result of the line coefficient can then be used to determine the significance and to determine the direct and indirect influences between variables.

Given that the P-value for the interaction between the X3 and X4 variables is 0.009 0.05, it can be concluded that the influence of X3 on X4 is significant. With a P-value of $0.048 > 0.05$ and a significant relationship between X3 and Y, it can be said that the influence of X3 variables on Y is present. With a P-value of $0.044 > 0.05$, the relationship between the X4 and Y variables can be considered significant. Given that the P-value value for the interaction between X1 and X4 is 0.006 0.05, it can be concluded that this interaction is significant. Given that the P-Values value for the relationship between X1 and Y is $0.021 > 0.05$, it may be concluded that the relationship between the two variables is significant. With a P-value of $0.007 > 0.05$ and a significant relationship between X1 and Y, it can be said that the effect of the X1 variable on Y is there. With a P-value of $0.010 > 0.05$, it is possible to conclude that the influence of the variable X2 against Y is significant⁷⁰.

This study looked at the connection between organisational commitment (OC) and perceived organisational support (POS) among secondary special education teachers in an urban school district. This study looked at POS and OC in the area of special education, drawing on the social exchange theory of Emerson (1976), the leader-member exchange

(LMX) literature of Dubrin (2009), the commitment research of Mowday, Steers, and Porter (1979), and the organisational support literature of Eisenberger, Huntington, Hutchison, and Sowa (1986). The study aimed to investigate the relationship between POS and the outcomes of teacher approval of organisational aims and values, willingness to work hard for the organisation, and desire to stay with the company.

This study used a nonexperimental correlational research strategy to gather the required data to respond to the research question. In an urban school division, a sample of 27 secondary special education teachers took POS and OC tests. The association between POS and OC was found to be substantial and moderately positive using the Pearson product-moment correlation coefficient^{71,72}. There was no statistically significant difference between any demographic categories and the overall scaled scores from the Survey of Perceived Organisational Support or Organisational Commitment Questionnaire, according to a means analysis utilizing an analysis of variance⁷³. Meanwhile, all professionals working in public schools must consider the consequences of these findings, and school administrators in urban school divisions are given particular consideration.

An investigation was carried out on how the school principal's distributed leadership behaviour can affect the organisational commitment of teachers. The study in which a correlational survey model was adopted made use of seven hundred and seventy-two respondents who were secondary school teachers as a sample population. Data was collected and analysed using descriptive statistical analysis, Pearson moment correlation and multiple linear regression. The result showed that there was a moderate level of teachers' perception towards school principals' leadership distributed behaviours and organisational commitment

and that teachers' organisational commitment was predicted significantly by school principals' distributed leadership behavior⁷⁴.

2.3.2 Locus of Control and Teaching Profession

Several types of research have been carried out on locus of control about different variables, for instance, locus of control has been found significantly related to teachers' job satisfaction. A study was conducted to find out the relationship between locus of control and job satisfaction of teachers in Turkish. It was revealed from the founding that the internal job satisfaction of teachers was high while external job satisfaction was low⁷⁵. Not only that, there is also a significant relationship between locus of control and job satisfaction and it was suggested based on the result that teachers must be encouraged to take up some responsibility that involved decision-making in their profession most especially in their area of specializations⁷⁵.

Another study was conducted on the orientations of locus of control of pre-service L2 teachers. This was related to some variables like gender, academic achievement and grade level. It was found out through the result that teachers had a greater internal locus of control orientations⁷⁶. In the Turkish context, there was not much research on pre-service teachers' locus of control. Notwithstanding, research focused on pre-service science teachers' locus of control, anxiety, self-efficacy and attitude revealed that pre-service science teachers' locus of control was positively related to attitude towards science teaching but negatively related to science teaching anxiety⁷⁷. Respondents were mainly science teacher⁶⁹.

However, another study went further to explore the relationship between prospective English as a Foreign Language (EFL) teachers' locus of control and academic self-efficacy in

Turkey. Data was collected using a multidimensional locus of control scale which contains 24 items to examine both internal and external locus of control of pre-service EFL teacher candidates. It was concluded from the result that the higher the locus of control the higher the level of academic self-efficacy. It was recommended those who design the curriculum should factor in the development of learners' cognitive and psychological demand⁷⁸.

Howbeit, several researches have been conducted about locus of control within social learning theory⁷⁹. An instance focuses on examining the correlation between teachers' self-efficacy beliefs, locus of control and intercultural sensitivities. Teachers' locus of control scale, Intercultural sensitivity scale and self-efficacy belief scale were adopted for data collection from 237 teachers in the city of Bursa Turkey. It was revealed through the result of the research that the self-efficacy belief of the teachers who participated in the research differs significantly from the variable studied. The intercultural sensitivity of the teachers defers only according to seniority variables while research on the level of seniority. Self-efficacy of teachers while the level of locus of control of teachers is not different significantly from the variables studied⁸⁰. However, there was a statistically significant relationship between teachers' self-efficacy, intercultural sensitivity and locus of control levels, not only that, there was about a 30% change in both self-efficacy and intercultural sensitivity to a locus of control⁸¹.

Another one is research conducted to explore the effect of teachers' locus of control on students' achievement scores in facing diverse socioeconomic status enrolled in public sector secondary schools of District Kasur; Punjab-Province. The research adopted a quantitative research method in which questionnaires were employed to collect data from 1100 teachers as respondents. Students' achievement scores and their families'

socioeconomic status from parents have been obtained as well as teachers and head teachers respectively. Results through regression analysis reported that teachers' locus of control has affected 66%, teachers' demographic variables 84.30%, and parental socioeconomic status has affected 74.70% of students' achievement scores⁸². It was recommended that the government can provide in-service training on their neglected psychological attribute to teachers; this can go a long way to help improve teachers' attitude⁸². Also, the provision of monthly stipends to a student will help about 80% of students in annual examinations and focus on their parental socioeconomic status.

A study carried out to determine the predictability of the Big Five, Locus of control and occupational self-efficacy on the career success of preschool teachers in Germany using questionnaires as a research instrument to gather data from 560 participants came with a result that revealed that internal locus of control corresponded with higher objective career success while neuroticism and conscientiousness corresponded with lower subjective career success. Occupational self-efficiency also corresponds with higher subjective career success⁸³. Additionally, another study aimed at analyzing the locus of control and professional ethics with lecturers' performance made use of lecturers in 42 private campuses with religious ideology in Makassar. Linear multiple regressions were employed as a method of analysis and the result indicated that the internal locus of control has a significant influence (0.018), the external locus of control has no significant influence (0.584) while professional ethics has a significant influence (0.01) on lecturer's performance with the R² value of 0.783 or 78.3%⁸⁴.

Moreover, the research considered teachers' locus of control as one of the variables in the research aimed to examine meaning in life, satisfaction with life and locus of control

among teachers. Data was collected from 363 teachers (40% female and 60% male) employing the Meaning of Life scale (MLS), Satisfaction with Life Scale (SWLS), Social Comparison Scale (SCS) and Rotter's Locus of Control scale (RLCS). Pearson's Correlation Analysis, Independent samples T-Test and Mann Whitney-U and Kruskal-Wallis H test-concept were adopted for analysis. The result showed a positive relationship between experienced meaning in life and satisfaction with life and self-concept⁸⁵. Meanwhile, the relationship between experience meaning in life and locus of control was negative while expected meaning in life, satisfaction with life and locus of control were found to differ by gender and expected meaning in life and self-concept differed by marital status⁸⁵.

However, some other studies on the relationship between the different aspects of locus of control displayed by teachers in the pre-primary and primary sections. An instance is a research carried out aimed at analyzing the relationship between different aspects of locus of control and age of teachers in the pre-primary and primary section of Gujarati and English medium schools of Rajkot city. It is also after finding out any differences between internal, external and chance locus of control of teachers' marital status and educational qualifications in the aforementioned location. The result revealed that the locus of control of Gujarati medium teachers is less than that of English medium teachers⁸⁶. Not only that but it was also reflected in the result that as age increases, there is less effectiveness on the internal locus of control but more effectiveness on the external locus of control⁸⁶. It was recommended that management should make the teaching environment more conducive such that people develop a high internal locus of control and thereby teacher becomes more motivated to work⁸⁶.

A researcher who seeks to examine the prospective teachers' perceived personal problem-solving competence as it relates to gender, the major, place lived and locus of control (internal and external), used two different scales to collect data from freshman teacher candidates. Collected data were analysed using descriptive statistics and independent group T-test, ANOVA, correlational analysis and hierarchical regression analyses. The result of the analysis indicated that there is a significant positive correlation between perceived problem-solving skills and the locus of control of teachers⁸⁷. This is a correlation with the findings of some other research^{87,88}. It can be suggested from this study that a teacher who grew up in a big urbanized area is likely to develop positive perceived problem-solving skills. It also expresses the initial prospect of assessing how to design teaching education settings in a way that problem-solving ability is developed⁸⁹. As such, internal locus of control is an important virtue that is expected that a teacher possesses for them to be able to tackle their professional problems⁹⁰.

In another study, the interrelationship between locus of control and some other variables like epistemological belief, and metacognitive awareness with the level of pre-service early childhood education teachers were examined. Scale for a locus of control, Central Epistemological belief scale and metacognitive awareness scale were adapted and used to collect data from two hundred and six (206) early childhood teachers. These were analysed statistically and the result revealed that the three variables were correlated as the epistemological belief and meta-cognitive awareness appeared to be good predictors of locus of control. It was obvious from the findings that the external locus of control indicated most teachers who considered that the result of an event is beyond their control also support that superstitious rituals and supernatural powers appear to be sensible⁹¹. The result is supported

by the earlier research outcome^{91,92}. Meanwhile, some studies reported a negative correlation between locus of control and metacognitive awareness while some reported no significant correlation^{93,94}.

This study implies that teachers of early childhood, with the personality trait of epistemological belief and meta-cognitive awareness, can easily influence the behaviour of children from age 4 being one of the most significant adults in their study life⁹⁵. This is because of the position they are as a role model to these children^{91,95}. Consequently, teachers must be mindful of the kind of verbal and non-verbal messages they pass across to children as it can reflect on theirs' and others when they seek knowledge since an individual has control over the outcome of an event due to personal effort⁹⁶.

Moreover, a researcher attempted to investigate the correlation between teachers' self-efficacy belief locus of control and intercultural sensitivities using various demographic variables to analyse the constructs. Data was collected from 237 respondents (teachers) by adopting appropriate scales for the three variables. The result of the analysis revealed that the self-efficacy belief of teachers is significantly different from the variables studied based on branch and seniority variables, intercultural sensitivity was significantly variable according to seniority variables⁹⁷.

In the part of teachers' locus of control, there was no significant difference between the variables studied in the research but it was established that there was a statistically significant different relationship between the three variables⁹⁸. The similarities in the characteristics of the three variables play important roles in the quality of education of teachers on service⁹⁷. At the level where the locus of control and self-efficacy belief is considered a personality trait, appear to be related⁹⁸. This outcome was found to be relevant

to the result of some other research^{99,100}. There is a certainty that the traits of self-efficacy and cultural sensitivity developed through the educational process and family can influence the development of locus of control¹⁰¹.

Howbeit, a researcher took time to examine the meaning of life, satisfaction with life, self-concept, and locus of control among teachers with different variables. The collection of data was carried out through the usage of appropriate scales that are sweat-able to measure the meaning of life, satisfaction with life, self-concept and locus of control. Three hundred and sixty-three candidates responded to the distributed questionnaire and were analysed. It was given from the result that three of the variables (that is experience of the meaning of life, satisfaction with life and life concept) were positively related¹⁰². There was a negative relationship between experience meaning of life and locus of control of teachers, while expected meaning of life, satisfaction with life and locus of control came up with differences based on gender¹⁰³. Meanwhile, there was no significant difference between the level of experienced meaning in life, satisfaction with life and locus of control (both external and internal)¹⁰³. This is an indication that many who found life meaningful are more internally controlled¹⁰³. People in this category think that their lives are under their control and that they can take control of their lives in their hands shape and make meaning with their lives¹⁰³.

There was an investigation on self-efficacy beliefs and locus of control as the personal capability to cope with environmental demands. Considering the area of locus of control, the result of the study revealed that individuals with an external locus of control appeared to express stress. Some researcher illustrates the issue of stress in such that the ability to manage stressful encounter is term stress-reducing while the inability to manage it is stress inducing^{104,105}. As a result of this, teachers with internal locus of control can manage

stress¹⁰⁶. A study adopted a cross-sectional survey design to examine the predictive effect of control on academic attitude among secondary school science teachers' trainees of a public university in Uganda. A structural questionnaire was used to collect data from two hundred and three (203) candidates and was analysed using SPSS. The result of the analyses indicated that teacher trainees exhibit high external locus of control with moderate general negative academic attitudes¹⁰⁶. There was a significant prediction of locus of control over the academic attitude of teacher trainees ($t = -2.595, p = .010$)¹⁰⁶.

It can then be concluded that the manifestation or application of locus of control by the teacher trainees has brought about a shift in their responsibility from academic to other external issues which likely resulted in low productivity and negative academic attitude among them¹⁰⁶. This is also supported by some other research in this field^{108,109}. The recommendation was that there is a need to take the teacher trainees through pre-service orientation to enlighten and prepare them to appreciate teaching as a noble profession¹⁰⁶. Not only that, there should be a kind of screening to select trainees with the correct attitude towards academics before being admitted, and this will go a long way to promote necessary changes in science and technology education towards national socioeconomic transformation¹⁰⁷.

The research sought to examine the relationship between teaching self-efficacy, locus of control, attitude towards science teaching and science teaching anxiety of pre-service science teachers. Data collected from three hundred and fifty-six (356) respondents was analysed by applying descriptive analysis, path analysis, and zero-order correlation. The result of the analysis indicated that there was a positive connection between locus of control and attitude toward science teaching to teaching self-efficacy¹¹⁰. Notwithstanding, there was

no direct link between locus of control and science teaching self-efficacy and attitude towards science teaching¹¹⁰. More so, the negative relationship between locus of control and science teaching anxiety was supported by findings of some research in the field and was concluded that pre-service science teachers who possess a high internal locus of control can have lesser teaching anxiety¹¹¹.

Meanwhile, a researcher in his case study tries to examine different variables to test the locus of control of teachers in high school. After the analysis, the result showed that the internal locus of control of teachers in high school was higher compared with that of external. This finding was similar to the outcome of other researchers' results^{112,113}. This is because it is the responsibility of the teacher to keep the events and students under control and at the same time decide a course of events themselves¹¹⁴. In addition, there was a significant difference in the level of teachers' external locus of control between those who felt the socioeconomic stature of the school was higher and those who felt it was low. It is important for teachers updated with current and important information about their responsibility in the school¹¹⁴.

The research focused on the locus of control and professional ethics about lecturers' performance and was carried out by choosing forty-two (42) private universities as a case study. Multiple linear regression was adopted in analysing the collected data and the report of the result showed that there is (0.018) significant influence of internal locus of control, external locus of control was not having any significant influence (0.584), while professional ethics has significant influence (<0.01) on lecturers' performance¹¹⁵. The insignificant external locus of control on lecturers' performance can be assumed that the lecturer has played an educational role through which behaviour and habit become critical and

rationalistic to the level that his thinking perspective paradigm has become analytical and logical¹¹⁵. It can be inferred from the result that competency is required to achieve and sustain better performance as support to a career in the world of the academic profession. Lecturers are expected in society to refrain from any behaviour that can mar ethnic, religious and social norms¹¹⁵. Meeting the performance target, also required a lecturer to be active in teaching, meet various scheduled meetings, provide adequate guidance and counseling to students, and participate in seminars and workshops¹¹⁵.

Meanwhile, research was conducted by a researcher in an attempt to find out how the locus of control can influence the level of burnout in Georgian teachers. An appropriate research instrument was used to prepare a questionnaire which was used to collect data from four hundred and seven public school teachers in Georgia. The result of the analysis revealed that the tendency for teachers with an internal locus of control to become professionally burnout is low¹¹⁶. There was also a significant correlation between locus of control orientation and teachers' burnout on emotional exhaustion and personal achievement¹¹⁷. The outcome of this research is an indication that attention needs to be paid to Georgian teachers' professional development which can be done by exposing them to different pieces of training and professional development programs that can help improve their qualities¹¹⁷.

However, the interactions exist within the role of self-efficacy beliefs and locus of control as the personal capability to cope with environmental demands was examined and the indication from the result showed that teachers with an external locus of control are likely to express a state of stress while teachers with an internal locus of control can manage stress better¹¹⁷. This was described in other articles whereby it was stated that "having control in a

stressful encounter is stress-reducing and not having control is stress-inducing”^{117,118}. Furthermore, locus of control was there was an investigation on the relationship among self-esteem, locus of control, organisational climate, and teachers’ empowerment. In this research, Data was collected from one thousand two hundred and two participants and was analysed. The result of the analyses indicated that the internal locus of control positive relationship with more empowerment compared with that of the external locus of control¹¹⁹.

The goal of the study was to see if there were any differences or similarities in the beliefs and behaviours of the two groups of teachers when it came to the usage of materials. Three main data collection equipment were used in this process. The two teacher groups in this study used slightly different patterns to defend their classroom practice when it came to the usage of materials. First, the participants completed questionnaires that elicited their stated beliefs about several aspects of teaching and the use of materials. The utilization of the materials in action was then monitored in five sessions from each of the participants' classes. Finally, stimulated recollection interviews were done with them to gain insight into the decision-making process.

However, the findings revealed that various factors influenced the perceptions of the two groups of participants about instruction and materials use. While learning and teaching experiences, as well as syllabus and other imposed theories, influenced the beliefs of Iranian teachers, the beliefs of Japanese teachers appeared to be mostly determined by their personally developed theories of teaching, SLA theories, colleague inspirations, and learning and teaching experiences^{120,121,123}. Differences in their reported explanations and justifications for their pedagogic judgments were also noted. In other words, while the

Iranian teachers looked to base their decisions mostly on environmental considerations (external locus of control), the Japanese instructors appeared to base their decisions primarily on their values (internal locus of control). Differences in their reported explanations and justifications for their pedagogic judgments were also noted. In other words, while the Iranian teachers looked to base their decisions mostly on environmental considerations (external locus of control), the Japanese instructors appeared to base their decisions primarily on their values (internal locus of control)¹²².

Notwithstanding, research on the relationship between Job satisfaction, occupational stress, Locus of control and job involvement within the faculty of arts and social sciences of pre-university college was investigated. Data was gathered using the Stratified Random Sampling Technique while Karl Pearson's Correlational Analysis for statistical analysis. The analysis showed the relationship between different attributes of locus of control and job satisfaction ($r=-0.5286$, <0.05), Powerful Others (Locus of control) & Job Satisfaction ($r=-0.4260$, Chance Control (locus of control) & Job Satisfaction ($r=-0.5041$), and Individual Control (locus of control) & Job satisfaction. ($r=-0.5162$, <0.05)¹¹⁴. It can be deduced from the result of the analysis that a decrease in the locus of control increases such powerful others, Chance control and individual control increase the job satisfaction of pre-University College teachers in the Faculty of Art and Science¹²³.

A study purposively carried out to examine the correlation between teachers' self-efficacy beliefs, locus of control and intercultural sensitivities was combined with various demographic variables. An appropriate research instrument was used to collect data while two hundred and thirty-seven (237) teachers who worked in a different school within Bursa

voluntarily participated in the research. The collected data was analysed and the result showed that self-efficacy belief, cultural sensitivities and locus of control were positively related¹²⁴. As such, the outcome of the result is so much important in the sense that, these three variables play an important role in presenting the quality of teachers working in the field¹²⁴. This result was found to be in other and agrees with some other studies in the field in the sense that whenever locus of control and self-efficacy are treated as personality traits, they are usually related to one another^{125,126}. Similarly, the result also revealed that the level of intercultural sensitivities and self-efficacy beliefs of teachers predict the level of teachers' locus of control¹²⁴. Not only that, multiple linear regression analysis showed that both self-efficacy analysis and intercultural sensitivities carried 30% of locus of control which is also in agreement with other findings in the field^{127,129}.

2.3.3 Job Involvement and Teaching Profession

Several researchers have studied job involvement and tested it with different variables. Afore research has shown that job involvement affects job satisfaction positively¹³⁰. Invariably, an exhibition of the job involvement of a teacher is connected to his/her job satisfaction. Variables like self-image and identity have been reported to be related to job involvement not only that, job involvement is said to show a direct significant relationship with professional self-image¹³¹. The research was carried out to evaluate the influence of job involvement over job satisfaction, mediated using professional skills and moderated by group identification which resulted in the result that indicated negative interaction of job involvement and the group with the skill used. It also showed that job involvement was strongly related to skill use and group identification¹³⁰. In all, the outcome of this research

showed that there is no statistically significant relationship between job involvement and job satisfaction¹³².

A study that tries to find out the association of job involvement and some other variables with job burnout using multivariate ordinary least squares (OLS) regression to analyse the collected data came out with findings that indicated that job involvement and one other variable are associated with a lower level of all three dimensions of job burnout. This suggests that job involvement has effects on job burnout among Indian officers¹³³. Another study seeks to explore how the perception of work environment factors affects officers' job involvement in India. Multivariate ordinary least squares (OLS) regression analysis on the survey was used to analyze the collected data and the result indicated that perceptions of organisational structures influenced job involvement significantly. When employee possesses the knowledge and skill required to fulfill their tasks, it leads to recognition and respect from leaders as well as organizing support and more work autonomy, at the same time, their psychological needs are satisfy^{134,135}.

Leadership style is another factor that can predict the level of job involvement of an employee either positively or negatively¹³⁶. In an attempt to examine the effect of perceived positive leadership style (transformational and transactional) on the job involvement of teachers, the data was collected using multifactor leadership questionnaires and a job involvement scale from teachers in both private and public sector colleges and universities of the Punjab province¹³⁵. The result of the analyses revealed that both transactional and transformational leadership styles had a significant positive relation to job involvement¹³⁷. It was also noted that those leadership styles were positive predictors of job involvement.

Moreover, it was also found out through the results that transactional leadership style was the strongest predictor of job involvement compared to transformational leadership style¹³⁷.

It must also be mentioned that the research carried out at the University of the Philippines was centered on the Impact of Perceived Organisational Support on the Job Involvement of Public School Teachers with the aim of determining the level of perceived organisational support felt by public school teachers and impact on their job involvement. The researcher made use of a descriptive method of research with a questionnaire for the collection of data and one hundred and forty-five participants. The end product of the research indicated that public school teachers perceive organisational support provided by the school gave room for the teachers to manifest high job involvement¹³⁸. It also showed that there was a significant relationship between perceived organisational support and the job involvement of teachers. The study then suggested that organisational support should be given according to the needs, desires and expectations of the teachers¹³⁸.

Moreover, a structural analysis was done in the Jordan Banking sector to investigate the interrelationships between job involvement, job satisfaction and organisational commitment. The researcher developed a structural model to outline the interaction among the three constructs and found the mediating effect of job satisfaction on the relationship between job involvement and organisational commitment. The researcher made use of a questionnaire for data collection from three hundred and fifteen (315) employees. He tested the model and positive hypothesis using structural equation modeling analysis. The result showed that job involvement affected job satisfaction and organisational commitment positively and significantly¹³⁹. It was also indicated through the result that job satisfaction partially mediates the relationship between job involvement and organisational commitment

positively and significantly¹³⁹. Also, job satisfaction appears to be positively related to organisational commitment¹³⁹.

The topic Social support's relationship to correctional staff job stress, job involvement, job satisfaction, and organisational commitment was researched to find the correlational relationship of social support on staff job stress, job involvement, job satisfaction and organisational commitment, the researcher adopted a survey design to collect data from staffs working at a privately-owned maximum security prison for a juvenile. The study attempted to analyse three intra-organisational support (administrative, supervisory and coworker) and one extra organisational form as the antecedent of job stress job involvement, job satisfaction, and organisational commitment and made use of personal variables as control. In the end, the result indicated that all three intra-organisational forms of support are significant antecedents of job satisfaction and organisational commitment while family friend support is not¹⁰⁵. Administrative and supervisory support are significantly not related to job stress but job involvement is positively affected by supervisory support and negatively affected by family or friends' support¹⁴⁰.

In another research titled "Job Involvement as Predictor of Employee Commitment: Evidence from Pakistan, International Journal of Business and Management", the effect of job involvement was examined on three levels of commitment (affective, Normative and Continuance). A questionnaire was administered to two hundred and eleven (211) employees from eleven (11) organisations for data collection. Results revealed that job involvement is positively related to three levels of commitment¹³¹. The study demonstrated the importance of job involvement in human resource management and organisational behavior¹³².

The research topic “Effect of organisational commitment, job involvement and organisational culture on the employee voluntary turnover process” was designed to examine the relationship between employee organisational commitment, job involvement, the psychological contract, organisational culture and the process of employee turnover. A questionnaire and interview were used to gather data and information from managers and employees of a large Southwest organisation. The turnover was assessed consecutively for six months after the initial data was collected using the aforementioned instrument.

However, the association between the survival time and qualitative and quantitative variables was analysed. The result yielded indicated a significant negative association between variables (that is organisational commitment, job involvement and organisational culture) and the hazard of voluntary turnover¹⁴². Demographic variables are age, gender, ethnicity and salary were tested and the result showed a significant negative relationship between age, salary and hazard of employee voluntary turnover while a positive association between gender and ethnicity and hazard of employee turnover was reflected¹³².

However, job satisfaction, job involvement and perceived organisational support as a predictor of organisational commitment were studied by Jennifer Parker with the determination to find out whether there is a significant relationship between independent variables (job satisfaction, job involvement and organisational support) and dependent variable (Organisational commitment) among educators or not Non-experimental quantitative design was used to carry out the study and 900 educators in a southern U.S state served as the sample for the study. Three hierarchical multiple regressions were used to analyse the collected data and the result showed that there is a significant relationship between independent variables (job satisfaction, job involvement, perceived organisational

commitment) and the dependent variable (organisational commitment)¹³³. The result implies that there will be an improvement in the educational services, and the student success outcome and also promote the importance of workplace exchange, personal growth, leadership, scholarship, collaborators as well as the benefits of a highly committed workforce¹³³.

Furthermore, in research work, an attempt was made to examine the relationship between job satisfaction with occupational stress, locus of control and job involvement among pre-university college teachers. Data was collected and analysed, and the result on the side of the increase in job involvement showed that job involvement of pre-university college arts and science teachers increased their job satisfaction¹³⁴. It was also shown those teachers who exhibit greater job involvement with a sense of self-identity are closely attached to the job thereby demonstrating higher motivation towards teaching than ones who are less involved¹³⁴. Again, it has been suggested by the psychologist that training teachers who exhibit low job involvement can amount to wastage because it is likely that their motivation to teach will be low¹³⁴.

Job involvement and mental health of teachers in secondary school were investigated to find the significant relationship that exists between job involvement and mental health among higher secondary teachers in a geographical location in India. Data was collected with the adoption of a stratified random sampling technique from 140 teachers in 15 higher secondary schools. T-test and Karl Pearson's Product Moment Correlation Analysis were also applied for statistical analysis and indicated a positive significant relationship between teachers' job involvement and mental health¹³⁵. This was supported by other research where

it was stated that there was a high positive significant relationship between value conflict and the mental health of undergraduates^{135,136}.

The outcome of this research indicates that the higher the teachers' job involvement the more satisfaction they derived from their occupation would be. It can be said that teachers can find jobs assigned to them enjoyable as a result of job involvement as they press toward their goals¹³⁶. In the long run, it was concluded that the level of mental health can be enhanced when there is a positive attitude and perceptual reformation which will turn out to produce an increase in job involvement and job commitment among teachers¹³⁶.

In a study, the researcher tried to investigate job involvement and life satisfaction among primary school teachers and he aimed to consider different factors (such as gender, religion, type of school, nature of the school, educational qualification and the like) that can influence job involvement and life satisfaction among primary school teachers. Data collected from two hundred and ninety-four (294) respondents were analysed with the adoption of a T-test and ANOVA. The result of the analysis showed that was significant relationship existed between job involvement and life satisfaction based on gender, educational qualification, school location and types of school among primary school teachers¹³⁷.

In the research, the researcher's focus was to find out how far the principal auditing practices can predict the job involvement of public secondary school teachers. The targeted population was 6,342 while the data was collected from six thirty-four respondents. Analysis was done using the Pearson Product Moment correlation coefficient and simple regression. The resulting outcome showed that principal auditing practices have a high positive predictive power on job involvement of public secondary school teachers in Anambra state¹³⁸.

This same outcome was reported by some other research and the reason could be deduced from the group of respondents (that is teachers) used by the researchers^{138,139,140,141,142}.

A research work aimed at examining the influence self-esteem and job satisfaction can have on job involvement among secondary school teachers in Lagos. Data was collected from one hundred and eighty-three teachers and analysed. It could be noted through the result of the analysis that, there was a significant influence of self-esteem on job involvement ($t=5.146$; $df=181$; $p<.05$). The result is an indication that teachers with high self-esteem demonstrated higher job involvement than those with low self-esteem¹⁴³. This may be because individuals with a high level of self-worth and value tend to develop confidence and competence in what they do and as a result become more attached to the job. The finding is supported by some other articles¹⁴⁴.

Moreover, Teachers with low job satisfaction and teachers with high job satisfaction showed a significant difference in job involvement at $t=2.917$; $df=181$; $p<.05$. It implies that teachers with low job satisfaction exhibit high job involvement compared to teachers with high job satisfaction which is contrary to the assumption¹⁴³. This could result from diverting the attention of teachers from the teaching profession to other jobs aside from teaching¹⁴³. In the aspect of years spent in the service, the result reflected that the teachers who have stayed long in the profession exhibit higher job involvement compared to the teachers who had spent view years in the profession. This is supported by other articles¹⁴⁵.

A study aimed at examining the relationship that occurs between the quality of working life and job involvement of physical education teachers in Iran. Out of the 2105 targeted population, the researcher made use of one hundred and forty-four (144) as the sample population which was also analysed with Pearson's correlation, multiple regression

analysis, T-test and one-way analysis of variance. The result showed a significant relationship between the quality of work-life and teachers' job involvement, there were also multiple significant relationships between quality of work and job involvement of teachers¹⁴⁶. Therefore, it was concluded that it would be good and appropriate for the Ministry of Education in Iran to make available the necessary platform for teachers of physical and health education to express their skills and ability which will in turn improve their job involvements¹⁴⁶.

A rural and Urban discrepancy was examined at the level of considering the relationship between teachers' job satisfaction and job involvement. A structural questionnaire was prepared and used to gather data from three hundred and fifty-four teachers in the urban and four hundred and forty-six teachers in the rural areas. At the end of the day, the result revealed that teachers' job satisfaction, job involvement and organisational climate in rural areas are higher than those in urban areas¹⁴⁷. It was also made clear through the research structural model that the teaching involvement of teachers in an urban area is significantly different from that in rural areas¹⁴⁷. There was a positive effect on the organisational climate of rural and urban schools regarding teachers' job involvement¹⁴⁷. The result of this study moved the researcher to propose that government and administrators should work more on teachers' satisfaction in order to influence their involvement in the teaching profession¹⁴⁷.

The research investigated relationships that exist within job involvement, organisational commitment and job performance of educational resource center personnel of Oyo State Nigeria, made use of seventy-eight educational resources center personnel out of the thirty-three local government areas that exist in Oyo state. The researcher made use of a

self-developed questionnaire to gather data from respondents and tested for three null hypotheses at a 0.05 level of significance. The result revealed job involvement and age to be correlated to job performance among educational resources center personnel ($r=0.106$; $f=0.147$)¹⁴⁸. Some other research works in the past corroborate the outcome of this present research^{149,149}.

In an attempt to determine the relationship between job involvement and some other variables, research was carried out to determine the relationship between psychological capital and stress, anxiety, burnout, job satisfaction and job involvement. Three hundred and thirty-five teachers from twenty-seven schools were randomly selected and an appropriate measurement scale was adopted to collect data and analyse it. The result of the analysis indicated that teachers' level of job involvement was positively affected by psychological capital through the partial mediating effects of stress, anxiety, burnout and job satisfaction¹⁵¹. This can be assumed to be so because the psychological capital of an individual tells more about how they get involved and engaged in their work. This result was supported by previous research work which showed a positive relationship between psychological capital and work engagement^{152,153}.

Job involvement was investigated in an attempt to find the effect of emotional Labour on it, using teachers to verify the mediating effect of psychological capital on it (that is job involvement). The two variables were collected from three hundred and eighty-five preschool teachers which were analysed with hierarchical regression analyses. The result indicated that there is a strong influence of deep acting on preschool teachers' job involvement and at the same time, high psychological capital eased and relieved the teachers of their emotional

burden¹⁵³. Again, optimism produced a mediating effect on the relationship between emotional labour and preschool teachers' job involvement¹⁵⁴.

Investigations were carried out in Anambra State Secondary School to find out the extent to which principals' auditing can predict teachers' job involvement in a certain geographical location using a co-relational research design. Sample collection was done among six hundred and thirty-four (634) teachers in Anambra State Secondary School. An appropriate research instrument was used and Pearson's Product Moment Correlation coefficient and simple regression were used to analyse the collected data. The outcome result of the analysis showed that principal auditing practices have a strong positive predictive power over the job involvement of secondary school teachers in Anambra state¹⁵⁵. A regression of 0.20 and a P-value of 0.00 indicates that principals' auditing practice significantly predicts secondary school teachers' job involvement¹⁵⁶. Many works of literature are in support of the outcome of this study in which principals' auditing practice was said to show a positive predictive power over the job involvement of teachers^{156,157,158,159}.

Job involvement of Bachelor's degree in Education colleges was compared with some demographic variables such as gender, type of college, teaching experience and educational qualification investigated. The descriptive survey research design was adopted while a random sampling technique was used to select the samples from 300-level college teachers at the University of Kashmir. Data were analysed with means, SDs and T-tests. The statistical analysis indicated that there was no significant difference in job involvement among male and female Bachelor degree in Education college teachers¹⁶⁰.

Similarly, no significant difference was shown between the job involvement of Bachelor degree in Education college teachers and their type of college¹⁶⁰. At the same time,

no significant difference was indicated between the teachers' qualification and their job involvement¹⁶⁰. Based on the result of this investigation recommendations can be made to the educational policymakers and administrators to regularly put in place seminars, workshops, and conferences for the Bachelor degree in Education college teachers to equip them with a better understanding of their involvement in their profession. Not only that some other benefits can be put in place such as reinforcements, job security, enhanced positions, and a delegation of authority and responsibility¹⁶⁰. There should also be a proper orientation towards their profession and more.

Notwithstanding, research on the relationship between Job satisfaction, occupational stress, Locus of control and job involvement within the Faculty of Arts and social sciences of pre-university college was investigated. Data was gathered using the Stratified Random Sampling Technique while Karl Pearson's Correlational Analysis for statistical analysis. The analysis showed the relationship between different attributes of locus of control and job satisfaction ($r=-0.5286$, <0.05), Powerful Others (Locus of control) & Job Satisfaction ($r=-0.4260$, Chance Control (locus of control) & Job Satisfaction ($r=-0.5041$), and Individual Control (locus of control) & Job satisfaction. ($r=-0.5162$, <0.05)¹⁶¹. It can be deduced from the result of the analysis that a decrease in the locus of control increases such powerful others, Chance control and individual control increase the job satisfaction of pre-University College teachers in the Faculty of Art and Science¹⁶¹.

2.3.4 Job Involvement and Locus of Control

Job involvement and Locus of control as moderators of role-perception or individual-outcome relationship was a topic in which the researcher tried to examine the moderating

influences of locus of control and job involvement on the relationships between role conflict, role ambiguity and three individual outcomes: Job satisfaction, job-related, anxiety and propensity to leave the organisation. The questionnaire was administered using the supermarket department managers as the respondents through which data was collected. Multiple regressions were used for analysis where evidence of any significance ($p < 0.05$) could not provide any moderating effects. Meanwhile, job involvement on its own was significant to the prediction of propensity to leave the organisation¹⁶². The researcher then suggested that further research should be carried out on nonlinear moderating influences¹⁶².

Notwithstanding, research on the relationship between Job satisfaction, occupational stress, Locus of control and job involvement within the Faculty of Arts and Social Sciences of pre-university college was investigated. Data was gathered using the Stratified Random Sampling Technique while Karl Pearson's Correlational Analysis for statistical analysis. The analysis showed the relationship between different attributes of locus of control and job satisfaction ($r = -0.5286$, < 0.05), Powerful Others (Locus of control) & Job Satisfaction ($r = -0.4260$, < 0.05), Chance Control (locus of control) & Job Satisfaction ($r = -0.5041$), and Individual Control (locus of control) & Job satisfaction. ($r = -0.5162$, < 0.05)¹⁶².

To determine the predictive impact of locus of control on academic attitudes among secondary school science teacher trainees at a public university in Uganda, a cross-sectional survey design was used in this quantitative study. Using standardized questionnaires with a biodata section, Locus of Control Scale, and Academic Attitudes Scale, data were gathered from a census of 203 students. Information was analyzed with SPSS, presented in tables, and

afterward discussed. The trainees mostly had an external locus of control, and the results indicated that they had typically poor academic views. Academic attitudes were strongly predicted by locus of control ($t = -2.595$, $p = .010$)¹²⁸.

A statistically significant difference in academic attitudes between pupils from rural and urban settings was found, according to further investigation. The employment of an external locus of control, it was determined, transferred responsibility for academic problems from students to other external sources, probably leading to a student population with a poor attitude toward academics and a counterproductive perspective of science. To foster the necessary changes in science and technology education for national socio-economic transformation, it is advised that trainees should be educated before and during pre-service training to appreciate teaching as a noble profession and that trainees with the right disposition should be selected at entry to preservice training¹²⁸.

This study investigates if working while a student is at a university enhances their internal locus of control or the conviction that they can influence the course of their lives. To partially account for unobserved variability and selection into paid work, an Estimate was done for a conventional skill production function using longitudinal data on a cohort of English students and control for the lagged locus of control and a comprehensive collection of covariates. According to the findings, involvement in paid labor is more closely related to students' internal locus of control than are hours spent working. These estimations are largely applicable for term-time work, with students who have ever worked at university having an internal locus of control that is 0.08 standard deviations higher than those who do not. Estimates during the holidays are statistically insignificant and of a reduced magnitude. Both gender heterogeneities and non-linear relationships between work hours and skill

development are absent from the analysis. The results confirm the human capital theory, according to which work experience might aid in the development of abilities¹⁶⁹.

A study aims to reveal: (1) The role of Self-efficacy factors towards students' English online learning; (2) The role of Locus of Control factors towards students' online learning by doing observation, interviews, and distributing three kinds of questionnaires in Hanifa Islamic School. The participants of the research were 55 students. The self-efficacy Questionnaire was adapted from Rodger's concept analysis model and used to identify and define the concept of interest. The locus of control questionnaire stems from social learning theory and an interview about online learning using the Likert scale. This Research was qualitative research with a case study design. The study's findings demonstrate that students have a good level of external locus of control, which means they believe they are in charge of their lives¹⁷⁰. Also, students consistently prepare the materials needed for online learning, according to their responses¹⁷⁰. Things that arose and turned into challenges included outside influences like the signal's strength limitations during online learning activities¹⁷⁰.

The body of knowledge is added to through this study in which differences in women's decisions on labor force participation. This is accomplished by talking about how differences in participation probability can be attributed to personality characteristic locus of control (LOC), a measurement of a person's view about the causal relationship between actions and life outcomes. Using data from a German survey, the relationship between Locus of Control and participation decisions was examined. It was discovered that internal women are generally 13% more likely to participate in the labor force¹⁷¹. It was also discovered that these findings correspond to greater employment chances at the extended and intensive margin as well as from a lifetime perspective¹⁷¹. These results are also found to translate into

higher job probability across a lifetime and at an extensive and intensive margin. Additional studies reveal significant relationship variability between underlying financial limitations and social working norms¹⁷¹. According to the body of research, the findings are theoretically explained by the importance of LOC for independent choices and subjective judgments about investment returns¹⁷¹.

This study looked at the relationship between job demand and job satisfaction among nurses working in public hospitals to see how the work locus of control affected that relationship. 427 registered nurses working at two significant public hospitals were randomly selected and recruited using a quantitative, cross-sectional, correlational design. A self-administered questionnaire was used to gather information on job demand, job satisfaction, and work locus of control. Significant moderating effects were seen in the link between job demand and satisfaction and work locus of control¹⁷². The link between job demand and job satisfaction was negatively impacted by the external locus of control, whereas this correlation was positively tempered by the internal locus of control¹⁷². The study adds a novel contribution to the body of knowledge that the buffering effect of job demand among nurses is much dependent on appropriately enhancing external locus of control, consequently improving job satisfaction^{172,173}.

In another study, a researcher intends to reveal: (1) The function of Self Efficacy factors towards students' English online learning; and (2) The role of Locus of Control factors towards students' online learning through conducting observation, interviews, and distributing three types of questionnaires in Hanifa Islamic School. There were 55 students who took part in the study. To find and characterize the idea of interest, Rodger's concept

analysis model was modified to create the self-efficacy Questionnaire. The Likert scale interview regarding online learning and the social learning theory served as the foundation for the locus of control questionnaire. Case study research methodology was used in this study. The study's findings indicate that the students had high levels of self-efficacy, believed in their capacity to accomplish goals and overcome challenges, and applied this belief to their lives¹⁷³. Again, the students had a good level of external locus of control. Additionally, the students were highly motivated while for online learning, students' responses show that they always prepare the things needed for online learning¹⁷³.

However, it can be deduced from the result of the analysis that a decrease in the locus of control increases such powerful others, Chance control and individual control increase the job satisfaction of pre-University College teachers in the Faculty of Art and Science¹⁶³. At the same time, there is a positive relationship between job involvement and job satisfaction of pre-university teachers in Art and Science ($r=0.5246$, <0.05). Therefore, one can infer from this outcome that, an increase in job involvement of pre-university teachers of faulty Art Science increases equally increases their job satisfaction¹⁶². It can therefore be concluded that job involvement and locus of control are related to job satisfaction either positively or negatively¹⁶².

2.3.5 Job Involvement and Organisational Commitment

There has been a lot of research carried out on job involvement and organisational commitment in which organisational commitment was moderating job involvement. The relationship exists between job involvement and some other three variables (organisational commitment, team commitment and professional commitment) and at the same time, examine generational differences for those variables. The researcher made use of a structured

questionnaire to collect data from four hundred and seventy-seven respondents who are full-time staff employed by thirteen organisations. The result showed that there was a positive correlation between a part of organisational commitment (that is affective and normative commitment) and team commitment¹⁷⁴. The outcome of this result implies that employees who are attached to their organisation are found to be involved in their job and also committed to the team¹⁷⁴.

The research work aimed to investigate the relationship between work values, Job involvement and Organisational commitment among Taiwanese Nurses in Taiwan while the objectives are to describe the work value of Taiwanese nurses; describe the job involvement of Taiwanese nurses; describe the organisational commitment of Taiwanese Nurses; identify variables that affect work value, job involvement and organisational commitment among Taiwanese nurses. A cross-sectional survey design was adopted while a sample was collected from nine regional teaching hospitals in Taiwan. An appropriate research instrument was used to collect samples which were analysed using descriptive bivariate analyses, Pearson Product Moment Correlation (PPMC), General Linear Model (GLM) and Structural Equation Model (SEM) Analysis of the result showed that work values were related positively to job involvement and organisational commitment¹⁷⁶. There was also an indication that job involvement could serve a strong mediating role and at the same time, demonstrate a strong level of job involvement more valuable than focusing only on organisational commitment¹⁷⁶.

A study attempted to find out the influence of some demographic factors on the job involvement, organisational commitment and job satisfaction of academic leaders at Tamil Nadu University. The descriptive research design was adopted while the purposive stratified sampling technique was used to gather four hundred and nineteen (419) data from the

respondents within twenty-four (24) government-established universities in Tamil Nadu. The result of the analysis of variance reflected the P-value of organisational commitment to be more than 0.05 which means that no significant difference exists between the educational qualification of the respondents and organisational commitment as well as job involvement of the academic leaders in Tamil Nadu university^{177,178}.

All the same, concerning the designation, the analysis of variance indicated that the p-value is less than 0.05 which is the indication that a level of significant difference exists between the designation of the respondents and job involvement, together with the organisational commitment to academic leaders in Tamil Nadu Universities^{177,178}. Also, considering job experience; the analysis showed that the P-value of job involvement and organisational commitment is greater than 0.05 which indicated that no significant difference exists between the year of experience of the respondent and organisational commitment as well as job involvement of academic leaders in Tamil Nadu university¹⁷⁷.

Considering the salary groups; the statistical analysis revealed that there exists a significant difference between the salary of respondents and the organisational commitment of leaders at Tamil Nadu university^{177,178}. It was concluded that for an organisation to be successful, the quality of service rendered by the employees will have to pave way for the avenue¹⁷⁷. The evidence from the result of the research indicated the demographic factors (Age, salary, gender, educational qualification and year of experience) to have no significant difference between the academic leaders and job involvement as well as organisation of academic leaders in Tamil Nadu university^{177,178}.

Research focuses on finding out the relationship between self-actualisation and organisation commitment together with job involvement. The data was collected from four

hundred and nineteen respondents with the usage of a multi-stage sampling technique. The result of the analysis indicated that there exists a positive significant relationship between self-actualisation and organisational commitment as well as job involvement¹⁸⁰. This is in relation and agreement with some other research outcome^{180,181}. It was also supported by some other journals where it was stated that employees' organisational commitment is one of the essential factors required to improve the productivity and efficiency of an organisation^{181,182,183}. The conclusion was made that one of the factors that resulted in employee job involvement and organisational commitment is employees' job satisfaction^{180,181}. The implication of this is that a higher level of job satisfaction results in a higher level of organisational commitment and work-job involvement¹⁸¹. In order words, it can be said that job satisfaction of employees resulted in organisational commitment and job involvement^{181,183}.

The investigation was carried out to examine the role of organisational justice, age and gender on organisational commitment and job involvement among casual workers in two oil servicing companies, in River State Nigeria. The researcher selected a convenience sampling technique with a questionnaire as the research instrument. Four hundred and fifty questionnaires were distributed while only three hundred and thirty-nine were returned of which two fifty-one (251) were male, one hundred and forty-eight females. A Cronbach alpha reliability test was conducted before proceeding to the collection of the proper sample. The researcher employed a Cross-sectional survey for data collection and a Multivariate analysis of variance for statistical analysis. On the combined variables (organisational commitment and job involvement) the result of the analysis indicated a significant difference

between employees whose reports indicated justice and those who indicated injustice by their organisation¹⁷³.

The above was noted in another article in which the researcher recorded that organisational justice significantly influences teachers' organisational commitment profile in a way that brings about an increase in their involvement^{185,186}. Others reported that employees become committed when they perceive that the organisation is fulfilling its side of the contract or the employees are fairly treated for the work done^{187,188}. However, the case is not the same in some other journals and the implication is that the concept of organisational justice goes beyond the traditional model of work behaviour which gestates major determinants of employees' wellbeing¹⁸⁹.

In the same vein, organisational justice influences job involvement positively as it does with organisational commitment^{184,189}. Some research in this field came up with similar result^{189,191}. It can be inferred from this finding that job involvement can be made better in every organisation where employees are highly regarded and appreciated in the role, they play^{184,190,191}. It can also be noted that casual employees who think that there is an existence of organisational justice expressed little levels of organisational commitment ($M=92.34$, $SD=8.60$) above their counterparts who reported the absence of organisational justice ($M=47.54$, $SD=9.12$)¹⁸⁴. Similarly, the report of a casual employee with the presence of organisational justice ($M=47.54$, $SD=12.37$) depicts a higher level of job involvement compared with those who reported an absence of organisational justice ($M=43.49$, $SD=11.07$)¹⁸⁴.

A study attempted to study the relationship existing between job involvement and organisational commitment and the influence the two had on each other within the scope of

academic leaders at Tamil Nadu University. A descriptive research design was adopted while the sample was collected from two hundred and fifteen (215) respondents using a stratified random sampling technique. Statistical Package for Social Science (SPSS) was used to test for the reliability of the self-administered questionnaire and the Cronbach's Alpha of the instrument was 0.786. Since the outcome of the reliability test was >0.7 , this is an indication that the questionnaire was reliable¹⁹². Correlation coefficient and regression analysis showed that there was a positive relationship between job involvement and organisational commitment¹⁹². In other words, the statistical analysis indicated that there was job involvement exhibits a significant influence over organisational commitment. As a result, if the job involvement of academic leaders can be improved, their organisational commitment will also improve¹⁹².

A quantitative research method was carried out to investigate the impact understanding and organisational commitment (independent variables) are likely to have over job involvement (dependent variable). The convenience sampling method was adopted for data collection and as a result of time and financial constrain. An online questionnaire was generated to collect information from the despondence and at the end of the day, two hundred and thirty-one data was correctly completed and submitted. These data were used to determine the impact of independent variables (understanding and organisational commitment) on the dependent variable (job involvement) through the Statistical Package for Social Sciences (SPSS). The analysis that presented the interaction between job involvement and understanding moderating by organisational commitment is highly significant with $R^2=0.5581182$. It is an expression that presented job involvement to be heavily dependent on the current level of organisational commitment¹⁹⁴.

An empirical study was directed towards the aim of identifying the kind of relationship that exists between work characteristics, Organisational commitment, and job involvement in the transition economy of Serbia, South-Eastern Europe. Samples were taken from eight companies at the Serbia chamber of a commercial database, while data was collected through random selection from five hundred and sixty-six respondents using a questionnaire as a research instrument. Results of the analysis showed that job satisfaction has a strong effect on job involvement¹. This can be through low wages and insufficient funds for individual life¹⁹⁴. Confirmation was inferred from another journal where it was noted that there exists a level of significant link in most of the employees' motivation dimensions and job involvement¹⁹⁵. It was also established from the result of the statistical analysis that job satisfaction has a positive relationship with organisational commitment as was confirmed by some other research¹⁹⁶.

This study looked into potential connections between employee job involvement, commitment, satisfaction, and intention to leave. The regression analysis revealed that at least one of the independent model variables, namely job participation, organisational commitment, and job satisfaction levels, affected turnover intention. Both theoretically and practically, the research's conclusions are significant. This study illustrates theoretically the potential impact of job dedication, involvement, and satisfaction on turnover intention. From a practical standpoint, the findings would be beneficial to decision-makers, researchers, and professionals in the tourism industry¹⁹⁷. The goal of this study is to ascertain how task interdependence, work group support, and decision-making participation affect employees' job satisfaction. 39 employees of PT. Excelcomindo Pratama Tbk's Operations and

Maintenance provided data for this study, which used path analysis and partial least squares as its technique of analysis.

The goal of the research is to comprehend the ideas of job satisfaction and job involvement as well as the connections between these two concepts¹⁹⁸. The current work is based on a systematic examination of relevant literature that helped develop the concepts of job satisfaction and job involvement, respectively, as well as related literature that helped establish a link between these two. A type of pleasant and contented attitude a person has toward their employment is known as job satisfaction. Cognitive job satisfaction is the evaluation of an employee's level of objective and logical job satisfaction. It can be done in a way that just takes into account one aspect, such as compensation or benefits, or it can be done simultaneously in multiple dimensions. It differs from affective job satisfaction, which is concerned with emotions and happiness, in that it evaluates a job based on several parameters in an objective manner. The term "job involvement" refers to both an employee's psychological identification with his or her job and the way that person views his or her employment as vital to his or her life. The study covers a wide range of ideas related to job satisfaction and job involvement and later discovered a positive association between the two¹⁹⁸. This finding clearly shows that the more involved an employee is in their work, the more satisfied they are with their jobs²⁰⁰.

This study provides an overview of employment involvement, including its methodologies, dimensions, metrics, theories, factors, and effects. The two elements that make up the primary theoretical conceptualizations of job participation are psychological identification with work and the significance of work productivity or efficiency to individual self-esteem. There was a significant relationship between job involvement and the other two

variables considered in the study^{202,201}. In conclusion this work proposes that even when the setting of the work stays the same, the likelihood of low job participation will be higher for those who suffer disconfirmation of expectations and lower for those whose expectations are satisfied. Workplace, participation in the job^{203,204}.

This report aims to experimentally investigate the impact of employee involvement in the workplace on millennial employees' job satisfaction in Colombia. Data were gathered from a sample of 2103 millennial workers in 11 businesses from various industries situated in Colombia's five major cities. To investigate how employee participation affects job satisfaction generally and how various workplace participatory decision-making processes affect employees' satisfaction with the objective and intrinsic aspects of their work in particular, ordered probit models were estimated. According to the empirical findings, there is a connection between employee involvement and job happiness for millennial employees. Millennial 18 employees' participation in company-wide decisions has a greater positive effect on their job satisfaction than their participation in decisions that are more narrowly focused, such as those that affect teamwork or the primary responsibilities at work^{204,205}. Another intriguing finding is that millennial workers place a high value on components of their professions that are intrinsic (such as the opportunity to use their expertise in the workplace), which may increase their job satisfaction in a more collaborative atmosphere²⁰⁵.

In research, the relationship between job participation and work engagement, as well as the relationship between job involvement and employee performance were examined. This kind of study employs a quantitative descriptive methodology. The Branch Heads and Sub-Branch Managers of Bank Jatim made up the study's population. Using saturated sampling techniques, 191 total samples were obtained. 191 Branch Heads and Sub-Branch Managers

of Bank Jatim were among the sample users. The data sources used are primary data, and the data types used are quantitative data. By distributing surveys, data is gathered. In this study, partial least square (PLS) analysis was employed for data analysis. This study shows that while job involvement has a major impact on work engagement, employee performance is not significantly impacted by job involvement while employee performance is significantly impacted by work engagement²⁰⁶.

This study investigates the connections between high-performance work systems (HPWS) and job involvement (JI) by using organisational justice (OJ) and employee well-being (EW) as mediators. A study approach based on social exchange theory is offered to help understand the effect of HPWS on workplace engagement. The suggested framework is tested with 10 five-star hotels in India using structural equation modeling. Confirmatory factor analysis is used to evaluate the constructions' robustness and model reliability. It was shown that organisational justice and employee welfare served as a partial medium for the beneficial association between HPWS and job involvement²⁰⁷. Additionally, HPWS revealed a direct and significant favorable connection with job involvement²⁰⁷. By studying organisational justice and employee wellbeing as mediating variables between HPWS and job involvement in the Indian hotel industry, the current study adds to the body of existing knowledge²⁰⁷.

The cluster sampling method was adopted to collect samples within middle schools in Hatay City to examine any relationship existing between self-efficacy and job satisfaction, organisation commitment, motivation, and job involvement. In order to achieve this aim, random sampling was used to collect information from three hundred and twenty-one (321) teachers in thirty-three (33) schools from the above-mentioned geographical location. The

outcome of the result showed that the increase in teachers' self-efficacy belief, the more the organisational commitment and job involvement of the teachers²⁰⁸. Much other research carried out in this area came out with this same result²⁰⁹.

It was also noted that organisational commitment slightly mediated teachers' sense of self-efficacy. All the same, information from a related study indicated that teachers with a sense of self-efficacy are satisfied and in turn committed to their job²¹⁴. Similarly, self-efficacy belief positively affects teachers' job involvement as was confirmed by related studies²¹¹. Likewise, organisational commitment and motivation had a strong mediating effect on the relationship between the self-efficacy of teachers and job involvement which is in line with related studies²¹⁰. The outcome of this research implies that it is expected for school administrators to strengthen teachers' self-efficacy in order for teachers to develop an interest in their job²¹⁵.

2.3.6 Organisational Commitment and Locus of Control of Teachers

Meanwhile, it can be noted that lots of research has been carried out afore and in recent times in which different factors have been tested on job involvement of teachers either at primary school level, secondary school level, colleges or university level. Notwithstanding, only view research has been carried out to examine the organisational commitment and locus of control of teachers as a determinant of job involvement among secondary school teachers in the Ibadan metropolis. Hence, the current study aims at examining whether or not organisational commitment and locus of control of secondary school teachers can serve as factors influencing the job involvement of teachers in the Ibadan metropolis. At the same

time, gender will serve as a moderating variable which will moderate the three variables in this research.

2.3.7 Job Involvement and Gender Difference

Two different researchers carried out studies on job involvement and gender differences; they came up with the conclusion that employee gender was significantly related to job involvement²¹⁶. However, in another research, it was concluded that gender Type-A, behaviour significantly influenced job involvement among bank employees²¹⁷. Another study was carried out in Nigeria focusing on the gender difference in organisational commitment, job involvement and job satisfaction of library staff in southwest federal universities. 274 questionnaires were administered, 243 (172 females and 71 males) were recovered and useful, while the Z scale was used to test for significant differences between the variables (that is organisational commitment, job satisfaction and job involvement).

It was revealed through the research that both males and females were positive in their organisational commitment, job satisfaction and job involvement²¹⁸. This may be due to the leadership style adopted by the leaders and the ability to meet the needs of the employees in the university libraries^{218,219}. Not only that, researchers have also propounded that some of the things that make one be job committed also make one be job involved²²⁰. Therefore, administrators and management should be more sensitive and responsible for both genders' needs. It was also concluded that there was no significant mean score difference between male and female library staff in both organisational commitment and job involvement while there is a significant difference in job satisfaction²¹⁸. Meanwhile, some other researchers reported a contrary opinion which could be explained due to the role men played in society

being responsible for the daily needs of the family while women are mostly dependents^{218,219}.

Howbeit, it was discovered from research that investigated sources of men's and women's psychological involvement with their jobs. In this research, it was noted that men and women generally react similarly to the work condition irrespective of work autonomy but having been subjected to different controls in work autonomy, women are found more involved in their jobs than men do. Also, subject to the time lag, findings revealed that women became more involved in their jobs while that of men decreases²²⁰.

The result of the research indicated that there is a tendency for male employees to display higher organisational commitment than female employees²²⁰. The researcher intended to examine the gender differences and factors that arguably dampen it. Both job models highlight gender differences in job attributes like autonomy or rewards and gender models that stress socialization, family ties and differential labour market opportunities were considered. Using appropriate research instruments for data collection from four fifty-seven respondents and analysed. Findings primarily revealed that men are more likely to hold a job with commitment than women²²¹.

In research to find out the relationship between job satisfaction, occupational stress, locus of control and job involvement among male and female pre-university college teachers. Data was collected using a stratified random sampling technique and analysed with Pearson's correlation structural analysis technique. The result indicated that teachers who demonstrated greater job involvement showed higher motivation to teach than those with less job involvement²²¹. It has been suggested by psychologists that teachers who display low job involvement and lack of career interest should not be given the opportunity of exposure to

training because they are likely to exhibit a low motivation to teach and as a result, given them, the opportunity will amount to wastage of resources.

Howbeit, a researcher attempted to research to detect if there is any significant relationship between job involvement and the mental health of higher secondary school teachers based on gender. A stratified random sampling technique was adopted in the collection of the data from one hundred and forty higher secondary school teachers' male and female. Karl Pearson's product-moment correlation and T-test were used to carry out a statistical analysis of the collected data. The result indicated that there was a positive significant relationship between job involvement and the mental health of the higher secondary school teachers based on their gender and marital status. In the aspect of married male and female teachers, females have the understanding of the situation of things between students and their parents than male teachers²²². This finding is in line with other research where it was stated that there was a significant difference between men and women concerning their level of job involvement^{222,223}. On the other way around, some reported that female workers exhibit a higher sense of job involvement compared to that men²⁰¹.

An investigation aiming at knowing how self-esteem and job satisfaction can influence job involvement of secondary school teachers in Lagos state Nigeria takes gender difference as a moderating variable. The researcher gathered data from one hundred and eighty-three secondary teachers both male and female in Lagos state and adopted an ex-post-facto research design. The result of the analysis indicated that gender post no significant influence on teachers' job involvement ($t=5.146$; $df=181$; $p<.05$)²²⁴. In other words, the result indicated that female teachers' job involvement was no better than that of male

teachers²²⁴. The finding was supported by some other researchers' findings where the same result was observed^{227,228}.

In an attempt to examine the influence of some demographic factors (Gender) on the job involvement of academic leaders in Government established Tamil Nadu, a purposive stratified technique was adopted through the usage of a questionnaire as a research instrument to gather data from four hundred and nineteen (419) respondents within twenty-four (24) universities. The analysis of variance was carried out to confirm if any significant difference exists between gender and job involvement. It was noted from the result that the calculated p-value of job involvement ($p=0.009$) at the 0.05 level of significance indicated that there is a significant difference between the gender of academic leaders and the job involvement of their respondents from the government-established university in Tamil Nuda²²⁴.

The role of organisational justice, age and gender on organisational commitment and job involvement among casual workers in Omoku, Rivers State, Nigeria was examined where data were gathered from three hundred and ninety-nine respondents (251 males and 148 females). Multivariate Analysis of Variance statistical analysis was adopted in the research. Gender differences in organisational commitment and job involvement of casual workers in Omoku, River state, Nigeria were examined using a one-way between-group multivariate analysis of variance.

Meanwhile, the result of the analysis indicated that no significant difference was shown between male and female employees on the combined dependent variables (Organisational commitment and job involvement): $F(2,396)=.40$, $p=0.67$; At the same time,

only job involvement was considered under the dependent variables, yet no gender significance difference was found $F(1,397) = 0.05$, $p = .83$, partial beta squared = 0.00204. However, this implies that gender does not influence casual workers' job involvement significantly²⁰⁴. The outcome of this research did not deviate from the findings of the result arrived at by some other articles in the field^{224,225}. The study in a way can serve as an eye-opener to management and policymakers in the various organisation to the need for the adoption of policies that do not gender bias²²⁴.

Job involvement of Bachelor's degree in Education colleges was compared with some demographic variables such as gender, type of college, teaching experience and educational qualification investigated. The descriptive survey research design was adopted while a random sampling technique was used to select the samples from 300-level college teachers at the University of Kashmir. Data were analysed with means, SDs and T-tests. The statistical analysis indicated that there was no significant difference in job involvement among male and female Bachelor's degree in Education college teachers²²⁶. There are examples of journals in support of these findings²²⁵.

Based on the result of this investigation recommendations can be made to the educational policymakers and administrators to regularly put in place seminars, workshops, and conferences for the Bachelor degree in Education college teachers to equip them with a better understanding of their involvement in their profession. Based on the result of this investigation recommendation was made by the researcher to the educational policymakers and administrators that regularly seminar, workshops, and conferences be organized for the Bachelor degree in Education (B.Ed) college teachers²²⁶. This will enable them to have the

awareness and equip them with a better understanding of their involvement in the career or profession they have chosen²²⁶.

Howbeit, a study on job involvement and life satisfaction mediating with gender among primary school teachers was carried out. Two hundred and ninety-four samples were collected from various schools and analysed using T-test and ANOVA. The result of the analysis showed the mean score difference in job involvement and life satisfaction among primary school teachers based on gender. This revealed that no significant difference was found in job involvement and life satisfaction considering the gender of primary school teachers²²⁷. Based on this outcome, it can be concluded and recommendations are made to the educational decision-makers that it is important to put the gender of primary school teachers needed to into consideration while deciding on their job involvement and life satisfaction²²⁷.

2.3.8 Gender Difference and Organisational Commitment

A study was designed to determine the effect of organisational commitment of teachers in which Meta-analyses were adopted to analyse 15 master's degree and Doctorate theses that were done between 2005 and 2009. The calculated result for the mean effect was 0.07, which means that the effect of gender on organisational commitment was significant²²⁸. The result of the study indicated that at the level of internalization and identification, the effect of gender favoured male teachers²²⁸. It was also indicated from the result that male teachers can adopt the norms and values of the organisation easily compared to female

teachers²²⁸. It was also noted that female teachers are likely to exhibit organisational commitment in order to carry on their acquisition²²⁸.

In an attempt to find out the role of gender in building organisational commitment in India, a researcher took time to study the relationship between organisational climate, employee climate and organisational commitment considering gender as a dichotomous moderator. Having adopted an appropriate research design, the collected data was analysed. The result showed that female employees seem to exhibit a higher organisational commitment than male employees²²⁹. The result also reflects that organisational commitment and employee climate do not motivate them in the same way²²⁹. That is there is a significant difference between the organisational commitment and employee climate²²⁹.

A group of researchers attempted to find out whether there would be any significant differences in employees' job satisfaction and organisational commitment of males and females in Labuan. Data was collected from one hundred and twelve participants. This was subjected to statistical analysis (T-test) and mean comparison. In the end, the result revealed that both male and female employees in Labuena exhibit the same level of job satisfaction perception²³⁰. Several research carried out by some researchers reported the same results and their views were not in support²³¹.

In some other research where there was disparity, a common explanation given was that women's expectations regarding work defer from that of men²³¹. As such, job satisfaction may be seen as an emotional response born out of the interactions of work rewards and values. At this point, it is reflected that employee has a higher or lower level of job satisfaction as a result of their level of expectations and are great or less able to satisfy them. In other words, the greater the agreement between reward and value, the greater will be

the job satisfaction and vice versa²³¹. In the case of organisational commitment perception of males differs from that of female²³¹.

However, some other researchers tried to explore the relationship between organisational commitment and spirituality in the workplace (an aspect of spirituality at work is considered to be leadership style, work-life balance, organisational citizenship behaviour and organisational culture). The descriptive research design was adopted to carry out this research. The questionnaire was used as a research instrument to collect data from the respondents. It was indicated through the result that gender has a significant impact on the sense of community but age does not²³². On the contrary, age has a significant impact on the intention to stay whereas gender has no impact on one's intention to stay²³². Furthermore, there is a considerable relationship between spirituality at work and organisational commitment²³².

In an attempt to examine the interactive effect of protégé and mentor gender on organisational commitment in the context of Nigeria's work setting, he collected data from 161 pairings in a big government health institution in Nigeria. In the end, the result revealed that all the female protégé-male mentor pairs were comparable meanwhile, the one male Protégé-female mentor was low significantly²³³. Considering organisational commitment, male-protégés was better with male mentors and female-protégés when the female was mentors²³³. This research reflects the effect of insufficient quantity of research on mentoring in the content of Nigeria work setting²³³. At the same time, findings negate some hypotheses about gender and mentoring and at the same time emphasise' the fact that gender dyads are capable of strengthening organisational commitment rather than all-male combination²³³.

The influence of gender on the organisational commitment of academic leaders in the government-established university in Tamil Nadu was examined. The questionnaire was used as the research instrument to collect data from four hundred and nineteen respondents from twenty-four universities in Tamil Nadu. Having conducted an analysis of variance, the calculated p-value of organisational commitment ($P=0.033$) which is less than 0.05. This indicates that there is no significant difference between the gender of the academic leaders and organisation commitment²³³.

The role of organisational justice, age and gender on organisational commitment and job involvement among casual workers in Omoku, Rivers State, Nigeria was examined where data were gathered from three hundred and ninety-nine respondents (251 males and 148 females). Multivariate Analysis of Variance statistical analysis was adopted in the research. Gender differences in organisational commitment and job involvement of casual workers in Omoku, River state, Nigeria were examined using a one-way between-group multivariate analysis of variance. Having carried out the statistical analysis, it was indicated that no significant difference was shown between male and female employees on the combined dependent variables (Organisational commitment and job involvement): $F(2,396)=0.40$, $p=0.67$;

In the same way, when only organisational commitments, were considered under the dependent variables $F(1,397)=0.05$, $p=83$, partial eta squared=00 there was an indication that no gender significance difference was found²³⁴. The result was not different from related studies where no significant difference was recorded²⁴⁵. The implication of this was that gender does not influence casual workers' organisational commitment significantly.

Managers and policymakers in an organisation should take a clue from this outcome and ensure justice and fairness are sustained. This can improve the level of commitment to the organisation in employees²³⁴.

Howbeit, an investigation was carried out to find out how factors (such as gender, educational qualifications and the like) can influence the combination of job involvement and life satisfaction of primary school teachers in a particular geographical location. Data was gathered from two hundred and ninety-four (294) primary school teachers and was analysed with T-test and ANOVA statistical tools. The result of the analysis showed that no significant difference was found between gender and job involvement together with life satisfaction among primary school teachers²³⁵. Given this, the suggestion was made to the decision-makers to give room for free flow of communication among supervisors and subordinates irrespective of gender²³⁵.

2.3.9 Gender Difference and Locus of Control

Lots of studies have been done on locus of control whereby different variables were tested using gender to moderate the effect. Out of some of these researches, it was observed that different gender has different ways of manifesting their locus of control either internal or external. Examples include; A gender perspective on work-life balance, perceived stress and locus of control. In this study, the researcher tried to examine the essential role the work-life balance plays in employees' well-being. Different variables were examined to test for the quality of the work-life balance of employees. A compound relationship was employed to find out the relationship between the variables (internal and external locus of control level of perceived stress at work and work-life balance) and the roles gender plays in them.

In this empirical research, data was collected from 320 (160 female and 160 male) employees in the Lebanese banking sector. It was noted from the result that there was a total mediating effect of the level of perceived stress at work on the relationship between locus of control and personal life interference with work²³⁶. This indicated that the relationship between perceived stress and personal life interference with work is significantly positive in all respondents in both external and internal locus of control. Moreover, it could be summarised that females showed a stronger positive relationship between perceived stress and work interference with personal life compared with that males²³⁶. This buttresses the traditional saying about the consideration given to a working woman by most supervisors and managers regarding taking permission to leave work to attend to family demands and needs²³⁶.

In a study, the level of academic locus of control of the students' studying and preschool education program was examined. Personal information form and self-prepared academic locus of control scale (which include; internal and external locus of control) were used to collect data from 329 students. T-test was used to test for differences between variables and locus of control. The outcome of the analysis indicated that there is a significant difference between females' locus of control scores (internal and external) and that of males. Notwithstanding, the average score external locus of control of females is lower than that of males while the point average of the internal locus of control of females is higher²³⁷. As a result, it can be deduced that females carry the gene for success while males attribute the success to other causes²³⁷.

2.3.10 Organisational Commitment, Leadership Styles and Trust in Teaching Profession

Most teachers feel that they are leaders in their own classrooms; however, just bearing the title of teacher or appearing before students to give instructions does not automatically make the person a successful instructional leader. As most students have discovered, some teachers are not necessarily great classroom leaders. Teacher leadership entails so much more than managing students, and with the various subjects learners, the need for effective teacher leadership is increased because teachers need to be influenced to accept greater responsibility for their students. All successful leaders especially teachers in history have had a strong sense of vision—a powerful, driving concept of where they wanted to take their organisation. Vision, in a leadership sense, includes the following elements: (a) having a specific and good plan to move the organisation forward, (b) providing resources to students to accomplish the stated and shared plan, and (c) connecting people collaboratively for the execution of the detailed plan. Experienced teachers have found that individuals in organisations without vision become disconnected from one another, and their work becomes fragmentary and isolated. In the classroom, when students experience this lack of shared vision, they may complete individual tasks but do not have ownership over their own learning, the objectives and content from these lessons fade quickly from the students' memory. Conversely, in classrooms where a vision is promoted but not meaningfully acted upon, students will usually attempt little work, with the mind that the teacher leader cannot be relied upon to guide their learning since the teacher does not actually practice what is presented as a significant priority. An empty vision is highly demotivational for followers particularly students. Truly visionary classroom teachers, however, empower students to

overcome learning difficulties caused by language differences²³⁸. It was argued that visionary leaders have a greater impact on individuals and the obstacles the individual might be facing. Vision, in other words, is greater than any barriers preventing that vision's implementation. With their vision and action, visionary teacher leaders, as opposed to mere classroom managers, enable followers to associate more with the implemented vision than with their own demographic identity²³⁹. This finding has great impact for teaching. These truly visionary teacher also possess certain characteristics. First, they are future oriented. Visionary teacher leaders never remind students of past mistakes; they always look ahead and move forward. When visionary teacher identify a student's mistake in class today, they do not dwell on that negative performance of such students. They ponder on it, but instead of dwelling, they seek solutions to avoid the mistake's repetition. Second, effective teacher are action oriented. They do everything intentionally in connection to the vision, and they are not distracted by immediately pressing events. These teachers are disciplined classroom leaders, who stay focused on what really matters and take action accordingly, knowing what is happening in the learning environment and making appropriate decisions effectively and efficiently. Third, visionary teacher leaders are never satisfied to be the sole person responsible for the vision; they are constantly connecting others to the shared vision. They understand that the organisation or the classroom does not function exclusively through their own personal efforts. To connect students to the classroom vision, teacher know students' strengths and emphasize those, knowing that success flows from ability, not inability. Grouping students based on their strengths in collaborative tasks is one example of connecting students. Finally, visionary teacher leaders do take risks. Vision usually requires change, and change often requires risk as students move beyond their comfort zone. For

example, good teacher leaders experiment instructionally, trying different approaches, emphasizing what works, and improving what does not. In order to be innovative, these classroom leaders keep abreast of new methods and new technology²³⁸. Vision was described as a thorough planning process that captures a verifiable commitment to high-quality instruction and effective collaboration between educators and the students' population. To empower a successful vision that benefits students, they strongly emphasize the importance of a teacher leader's genuine partnerships with students, principals, and other school staff should be promoted.

Among the teacher leadership competencies developed by the educational policy makers, the ideas of collaboration, coaching, mentoring, and working within a community form fully instructional leadership. Other skills listed within the remaining pathways of a successful teacher leader are advocacy, communication, and organizing. These are highly dependent on relationship-building abilities of teachers as well. While all students benefit from good relationships with their teacher, the unique academic needs of students mandate a relational approach. Often, teachers wrongly assume that the learning needs of their student in one subject or course are not dramatically different from the need of another student in another subject in a classroom. There are, as expected, countless possible lists of student's needs. Researchers have found that what matters most to students is not the content they learn but the respectfulness, enthusiasm, and encouragement they encounter while learning. The most important quality of being a successful teacher leader is the ability to relate with people. A teacher specifically studied the relationship between English as a second language teachers' characteristics and their instructional successes and found that teachers' motivation to teach in a school with more language learning students had the strongest correlation with

their ultimate success as teachers with that population. Unlike mere managers, who usually look for the weaknesses of their subordinates and focus their energy and time on eliminating those weaknesses, successful leaders intentionally place the right people in the right environment. The teacher leader, therefore, does not focus on what a student lacks but on what she or he possesses in academic and other abilities that will foster academic achievement. To identify these necessary strengths, successful teachers develop close relationships with their students. Finally, the successful teacher leader emphasizes three-way communication: teacher to student, student to teacher, and teacher to external stakeholders. In the classroom, the most obvious communication with students is through oral or written feedback. Research has recently confirmed the importance of teacher leader responsiveness and availability.

Teaching is no longer restricted exclusively to the classroom. Clearly, the best teacher leaders are those who provide great responsiveness and availability in their work with students. In addition, teacher leaders need to relay student concerns and needs to school administrators. Since students do not usually go to a school administrator to talk about their concerns, unless they are very urgent, their teacher is the one who can advocate for them. Teacher leaders similarly develop strong relationships through obvious investment in the creation of welcoming environments. These welcoming learning environments benefit teachers, of course, but in order for that to be fully actualised, they also meaningfully involve the community through respect for local culture. These environments are strengthened through a good connection with the principal²⁴⁷.

Numerous researchers have emphasized the need for trust between teachers and their following students^{240,241}. Having trust in teacher is highly important because as the primary

leader in a classroom, he or she often stands in front of the class, modeling appropriate language and content use. Teachers facilitate the class, give feedback, and test the students. Without trust, leading the students to attain a learning goal is not really possible. A recent survey showed that to gain trust, teachers should interact with their students as individuals, show consistent caring, and respond to student individual needs. In other words, teacher leaders need to take the initiative to practice care and compassion for students, rather than just saying the right things. They must utilise their authority compassionately, giving guidance and support within communicated boundaries²⁴¹. Students also seek fairness and integrity from their teachers as a prerequisite to trusting them²⁴⁰. Truly, students must trust teachers, but teachers must also trust their students. Teachers must trust their students enough to provide them the control of the classroom. The only kind of learning which significantly affects behavior is self-discovered, self-appropriated learning. No truly transformational learning environment can occur without sharing control of what to learn with students. Teachers are more like guides and mentors, rather than directive instructors. However, giving control back to students is not easily accomplished since most students are not familiar with autonomy and cannot initially be self-regulated. Effective teacher leaders appropriately scaffold autonomy just as they scaffold classroom activities for improved subject learning. Scaffolding, in an educational sense, refers to a teaching method that enables a student to learn more through the gradual release of teacher support or other assistance. This approach requires significant expertise and student understanding. Depending on students' knowledge level and individual learning styles, teachers should adjust the degree of shared learning responsibility with students as appropriate. The issue of trust is especially important for a teacher to be an effective leader. Personal effectiveness as a teacher is greatly improved

when trust is evident between the leader and his or her student²⁴⁷. Finally, teachers can teach how to develop student autonomy through self-regulatory processes and strategies. Teacher leaders guide their students to be independent learners by checking their development progress in the subject regularly. Teachers must be willing to negotiate what is to be done in class. Good teacher give students choices and later ask them to evaluate and reflect on their learning choices. By giving students this power of choice and ownership, they become more independent and trustworthy learners. A powerful way to ensure the autonomy of students is to write a learning contract. Teachers and students both design, develop, and sign a contract to ensure contribution to learning from both parties. This is also a good way to ensure the accountability from students when a classroom is flipped²⁴².

A study reported a significant relationship between head teacher leadership with increasing workload of special education teachers and the level of teacher effectiveness. The study involved 305 special education teachers in 12 public schools in Estonia. The head teachers were more comfortable in adopting transformational leadership style than transactional. Stress and job dissatisfaction can also be avoided if head teachers wisely choose a leadership style. The study proved that the leadership practiced by headmasters had an impact on the tasks that would be borne by teachers in that school. A study involving 115 special education teachers in Perlis revealed the influence of headteachers' leadership style on the workload of special education teachers. The findings showed that the leadership style of head teachers exerted little influence on the workload of special education teachers. The findings of a study by in turn showed that special education teachers experience high burns out due to increased workload and stressful leadership. Both of the above studies explain

that the leadership practices implemented by headmasters will indirectly affect the quality of work of PPKI teachers due to the workload borne²⁴³. A study in Kuala Terengganu district, and stakeholder representatives from the state education department revealed that teachers are very challenged with a heavy workload with one of the factors inherent from the leadership style of head teachers who are less supportive. The problem of lack of recognition by administrators commensurate with the efforts of teachers, and also the problem of providing complete special education facilities is a factor to the workload of teachers. It can be established through the study that there was a significant positive relationship between the attitude of head teachers and the workload of teachers²⁴⁴.

A researcher investigated school leaders' perceptions of 10 key aspects of education leadership namely, understanding laws and policies, improving teacher performance, improving student performance, creating an inclusive culture, collaborating with parents, participating in the teaching process, scheduling and service delivery, diversity of routine practices, resource allocation, and staff support in an effort to safeguard the welfare of teachers from the aspect of workload. Five thematic categories that need to be given attention in education leadership to maintain the welfare of teachers were identified, namely the learning process, collaboration, data analysis, service delivery planning and implementation, and personnel development. This proves that the knowledge of headmasters related to education is very important in influencing the workload of teachers²⁴⁴. It was acknowledged in a study that head teachers hold a very important responsibility in the management of education in schools, while teachers are important implementers of established policies. According to study, the existing leadership standards

in the area were still general and none of them were specifically geared towards education. Based on this finding, five principles in the best leadership for special education were put forward. The principles were defining and delivering the mission of school education, managing curriculum and teaching, supporting and supervising teaching, monitoring student progress and promoting a conducive learning environment²⁴⁵.

The leadership style of head teachers is very important in determining the success of the school and the welfare of teachers as well as the well-being of students. The findings also suggest that leadership style is an important element in improving leadership practices in schools involving special education programs. The relationship between the leadership styles of head teachers on the workload of teachers is a factor to job satisfaction in teaching profession. Majority of head teachers adopt democratic leadership style. This leadership practice proves that it can control the workload of teachers and create a sense of satisfaction in work. Through a review, it can be stated that there is a significant positive relationship between the leadership of head teachers and the workload of special education teachers. Most head teachers in secondary school in Lahore, Pakistan, decided for themselves the direction of the school²⁴⁶.

2.3.11 Job Involvement and Satisfaction in Teaching Profession

Teaching is unquestionably a demanding vocation, and despite occasional bouts of work-related stress, most teachers are much engaged in their role performance. This sense of professional commitment and satisfaction is sometimes termed ‘Work Engagement’, which refers to “a positive, fulfilling and work-related state of mind that is characterised by dedication, vigour and absorption dimensions”²⁴⁸. Teachers who are more engaged with their

work tend to be full of energy, passionate and dedicated to their job, persistent in the face of difficulties, and engrossed so much in their duties. As a potential source of teacher satisfaction, psychological well-being pertains to one's life quality and satisfaction. Six main components of personal growth, autonomy, purpose in life, self-acceptance, environmental mastery, and positive relations with others were discovered as factors that control psychological well-being of teachers. Psychological well-being relates to a person's degree of happiness and satisfaction with his/her life, work, and physical and mental health. Research has indicated that psychological well-being is associated with factors such as one's emotional intelligence, job performance, work stress and psychological detachment, work cognition, job resources, emotion-regulation difficulties, self-esteem, and emotion self-regulation. It was mentioned that in teacher-student interactions, teachers are required to display positive emotions and down-regulate negative emotions²⁴⁹.

While the role of teachers' work for student outcomes is widely recognised, the question whether teachers are content with their working environment is often overlooked. Meanwhile, teacher job satisfaction has many important and far-reaching implications. First, it contributes to teacher well-being as satisfied teachers are less susceptible to stress and burnout. In addition, there is evidence that teachers who are content with their job also feel better. Furthermore, satisfied teachers offer higher instructional quality and better learning support for their students. Finally, content teachers demonstrate stronger job commitment and are less prone to leave the profession, which is especially crucial in times when teacher turnover is high. Increasing teacher turnover rates and a subsequent shortage of qualified teachers is a growing concern internationally. Teacher turnover comprises interrelated

notions of teacher migration and attrition, where migration describes teachers moving to other schools, while attrition pertains to teachers leaving the profession altogether. However, regardless the type of turnover, there are always negative consequences for a particular school from which a teacher is departing. There is a disruptive impact of turnover beyond compositional changes in teacher quality, especially in lower performing schools. Besides affecting student learning and motivation, teacher turnover negatively affect trust and leads to a loss of institutional knowledge, which is critical for supporting student learning. In the end, overall school performance is affected²⁵⁰.

Research evidence suggests that a diminishing prestige of the teaching profession together with dissatisfying working environment is the prevailing reason for teacher turnover, with salaries being only a minor source of dissatisfaction. Furthermore, inadequate working conditions of a school undermine the status of the profession and make it difficult to take in new teachers. Recruiting more teachers may not solve the turnover problem as long as large numbers of the new teachers will be leaving schools, dissatisfied with their professional status and working environment. Also, the recruiting and training of new teachers demands significant financial costs. These costs drain resources that might otherwise be spent on ameliorating schools' working environment, which is a crucial step towards retaining qualified teachers. Therefore, policy measures to tackle the teacher crisis are increasingly shifting towards teacher retention efforts²⁵¹.

Human resources need to be managed professionally to create a balance between the needs of employees, the demands and capabilities of the organisation, and the importance of quality human resources for the progress of the company²⁵². This balance is the organisation's primary key to developing productively and achieving the organisation's goals.

Therefore, teachers are expected to work productively and professionally. There is the realisation that the survival and growth of an organisation are determined by the strength of money or capital and the success of managing human resources^{253,254}. The management in question is that the organisation must be able to equate the perceptions or perspectives of teachers and their leaders to achieve organisation goals such as through the determination of a right working mentality with high dedication and loyalty to their work to provide guidance, motivation, direction and proper working coordination from a leader to his subordinates²⁵⁴.

Creating teacher's job satisfaction is not easy because job satisfaction can only be created if there is continuity between work motivation, leadership, and the organisational culture of the school that can be accommodated well and accepted by all teachers. Organisational performance depends on individual performance or, in other words, its production will contribute to organisational performance^{255,256}. Motivation is crucial for employees so that the work that has been charged can be carried out, as it should be per the company's operational standards. Motivation is the power that allows someone to act in the direction of a particular goal. This motivation is like determining outcomes such as productivity, performance, and perseverance. There is a positive influence between motivation and performance. Motivation is the existence of autonomy support, which means that school management pay attention to every decision that is meant to lead to the welfare of teachers. Motivation is fundamental in organisations as it enhances competence of teachers themselves and relationships with the management²⁵⁷.

An important sector in any country is education because it is capable of shaping the future of the nation and its citizens. This sector is majorly based on teachers' knowledge, competence, skill, communication ability and teaching experience. This in turn produce

highly capable personnel as well as promote the economic growth of the country. Though the education sector is viewed in terms of societal contributions, it is now being questioned as teachers account for the largest cost and human capital in this sector. The institutions such as universities, colleges and schools have teachers' turnover problem. A mismatch between the goals, values and demands of the teachers and that of the institution can be one of the factors that result in lack of commitment and higher turnover. Higher education organisations have recognised the irrelevance of good teachers. Their success depends on their capability to attract, develop and retain talented teachers. For this purpose, many organisations that use a conventional selection process concerned with work orientation that requires the knowledge of role behaviour has replaced this process with the person-environment fit model, that is, hiring and selecting employees with characteristics and attributes that allow them to fit into their organisation²⁵⁸. According to the person-environment theory, individuals search and build environments that permit them to manifest their traits (for example, dominant individuals seek leadership positions). The amount to which individuals fit into their work environments has significant outcomes (for instance, performance, productivity, stress, satisfaction, turnover and organisational commitment). Person-organisation fit is a give and take and continuing process whereby individuals form their environments and environments form individuals. Among the Person-organisation fit theories attraction-selection-attrition is the most proclaimed framework in organisational context. Individuals are attracted to those organisations that assist them in achieving their goals. Alike individuals, thus, will be attracted to alike organisational settings and among them and those who have the capabilities to aid the organisations will attain their goals and be selected to join. After entering the organisation, people re-examine their fit and those who experience a poor fit with their work

environment are likely to leave the organisation. The theory of work adjustment explains an ongoing procedure of interaction (work adjustment) between employees and their work environment, indicating that workers and organisations interact and meet each other's respective requirements. The success of the work adjustment process is reflected in the employee satisfaction on the one hand (that is, the degree to which employee can meet job demands) and in his/ her satisfaction from the work on the other and is likely to impact the employee's probability of remaining with the organisation²⁵⁹.

2.3.12 Locus of Control and Burntout in Teaching Profession

A study highlighted the link between job demands, stress and emotional labour. In line with other studies, job characteristics were found to be specifically related to emotional exhaustion. The findings of this study indicated that a majority of the teachers experienced moderate levels of stress and a moderate level of emotional exhaustion. The study also found age and years of experience to be significantly related to stress and burnout. The findings reported that teachers in middle-age and mid-career suffered the highest levels of stress and burnout. This study also found that urban teachers and unmarried teachers were more vulnerable to both stress and burnout. Potential stressors in the school environment (discipline problems, time pressure, low student motivation, and value dissonance) was found to be related to teacher burnout. Although all the potential stressors were significantly related to emotional exhaustion, time pressure was the strongest predictor. In comparison, personal accomplishment were not significantly related to time pressure but were significantly predicted by discipline problems and low student motivation. Teachers at the lowest grade levels reported more discipline problems and higher time pressure than teachers at higher

grade levels, whereas teachers at the highest-grade levels experienced low student motivation as a greater problem than teachers at lower grade levels. Research conducted in the service sector examining the relationship between age and emotional experiences of employees may have implications for the teaching profession as both areas of work deal with social interactions with other people. Differences in experiencing stress related symptoms between different age categories may be partially explained by the socio-emotional selectivity theory. That is, older people will recognise goals according to their remaining life-span, while younger people have a more open view of future goals. Older people focus on wellbeing. Inevitably, older adults may be more motivated than younger adults to avoid negative emotions or will tend to get rid of them quickly and to report more pro-hedonic motivation (maintaining motivation in gaining positive affect) than younger adults in everyday life. In addition, older adults' long-term experience with emotional situations may make them more effective and efficient in regulating their emotional experience. Older adults reported that they can control emotions more easily than younger adults. Some researchers believe that older employees could limit the negative effects of emotional labour²⁶⁰.

2.3.13 Locus of Control and Academic Achievement

Organisational silence is important for the development of the organisation as well as its importance in terms of its impact on the employee. Unwillingness to share information, speak and provide feedback affect employee confidence and motivation negatively and block development and innovation. Studies are being done to conceptualize organisational silence as a different phenomenon beyond defining it as only lack of the expression of thoughts or absence of opinions. Evaluation of the messages given to the organisation or manager by

means of organisational silence is important as these messages have the potential of affecting employee attitudes and behaviors and they may change the results. It has been observed that organisational silence has a significant effect on employee effectiveness, affecting levels of commitment, trust and fear. It is thought that the inability to benefit from intellectual contribution, unidentified problems and the development of a negative organisational culture can also affect organisational learning²⁶¹.

Since the situation of conscious denial of opinions and concerns about organisational problems is experienced in many organisations, issues such as when and how employees decide to remain silent, what they take into account when making this decision, what issues they show silence behavior, how they choose the people they share their thoughts with should be addressed. It is interesting that while some individuals remain silent in similar situations, some individuals show speech behavior. This situation emphasizes the role of individual differences in organisational silence behavior. Studies on individual factors have been conducted mainly on gender, internal psychological perception, personality traits, self-monitoring and self-esteem level²⁶².

It has been suggested that individuals' specific personality traits such as locus of control, self-esteem or self-esteem, communication anxiety, risk-taking tendency, and group identification may be effective in keeping silent behavior, individuals with low self-esteem, high communication anxiety and external control-oriented individuals exhibit more silence behavior. Although organisational silence is a known concept, research continues on the latent meanings of silence and the effects of organisations on performance. Silence is a vague and slippery behavior with multiple causes. Therefore, understanding and interpreting silence is more difficult than speaking. In recent research on the topic of silence, it has been

observed that concepts such as organisational learning were mostly mentioned in the literature. However, the main element that constitutes the organisational structure; organisational behavior, organisational culture, organisational learning and other organisational issues emerge as a result of the behavior of people working in organisations^{263,264}. The level of organisational silence varies according to personal factors. In the other studies conducted in northeastern Iran, it has been found that people with high extroversion tend to remain silent. This research shows that self-confidence and perceived organisational support level decrease as the belief in external locus of control increases, as it is thought that success and failure situations do not depend on their own behavior. Observations indicate that there is no relationship between locus of control and protectionist silence and as self-confidence and perceived organisational support level increases, accepting and defensive silence behavior decreases. It is critical to see that perceived the organisational support has the highest effect on teachers' perceptions of organisational silence and self-confidence and the organisational support perceived by individuals with low internal locus of control affects silence behavior more strongly. It is also found that the self-control level affects the self-confidence level positively and that the external locus of control negatively affects the self-confidence level²⁶⁵.

2.4 Conceptual Model

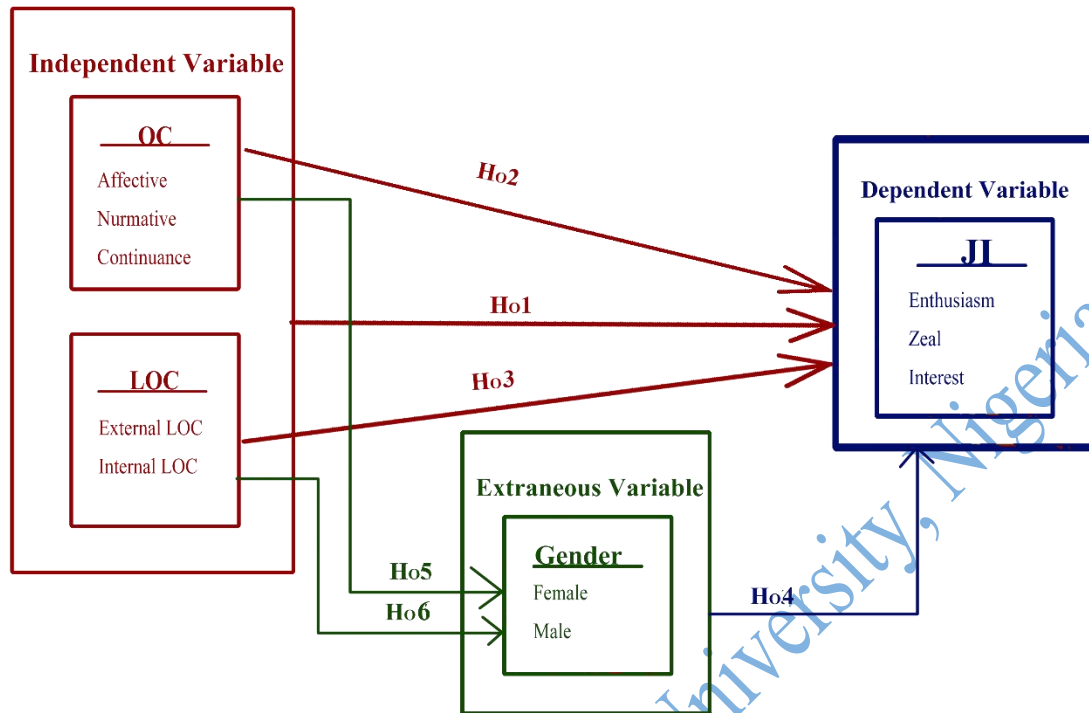


Figure 2.1: Conceptual model showing the relationship between organisational commitment, external locus of control and job involvement.

Source: Researcher, 2021.

This study attempts to find out how teachers' organisational commitment can influence their job which, involves making use of three indices; affective commitment, normative commitment and continuance commitment to measure OC. Teachers' locus of control will be measured using external and internal locus of control in the cause of finding out its influence on teachers' job involvement while the teachers' job involvement will be measured with three indices which are enthusiasm, zeal and interest. Likewise, gender differences will be examined on both dependent variables (job involvement) and independent variables (organisational commitment and locus of control)

2.5 Summary of Literature Reviewed

In summary, this research considers three main variables which are; Job Involvement, Organisational Commitment and Locus of Control. Job involvement is directly related to the job or profession itself and that is why it is said to be a job-related attitude. Most works of the literature indicated that job involvement is a multidimensional construct and yet did not specify the indicators for job involvement. However, this study will consider three indicators for job involvement (which are: Enthusiasm, Zeal and Interest). Also, organisational commitment deals with the relationship of employees with their organisation which can be expressed in different levels either, affective, continuance or normative. The third variable is the locus of control which describes the extent to which an individual feels he or she has or does not have control over what happens in his/her life and it can occur externally or internally. These three variables will be looked into considered teachers in public secondary schools, in Oyo State. In addition, gender differences will be used as extraneous variables to moderate the three main variables in the research. It is worth noting that several scholars have researched job involvement, Organisational commitment and Locus of control but only a few have combined the three variables, no literature has considered the three indicators (Enthusiasm, Zeal and Interest) for Job involvement that will be tackled thin this study. Also, non-Had considered the three variables focusing on public secondary school teachers in Oyo State. These three listed points make this research unique and believe that it will in the end contribute meaningfully to the Knowledge.

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Chapter Three

Methodology

This chapter describes the elements of the methodology adopted in this study which include research design, the population of the study, sample and sampling techniques, research instruments, validity of the instrument, reliability of the instrument, the procedure for data collection, and methodology of data analyses.

3.1 Research Design

The current research made use of a descriptive survey research design. This research method was considered appropriate because it helped the researcher gather information from the respondents without any attempt to manipulate and control their responses. The research was conducted with the view of finding an answer to the research question for the study.

3.2 Population of the Study

The population of this study (12,083) consists of all teachers (male and female) in public secondary schools in Oyo State (Table 3.1). There are thirty-three (33) local government areas with six hundred and thirteen (613) public secondary schools in Oyo State.

3.3 Sample and Sampling Technique

Multi-stage sampling procedure and simple random sampling were adopted to collect data from the participants. Stage one; eighteen (18) local government areas were selected out of thirty-three (33) local government areas in Oyo State, based on the “required sample size” (see Appendix 11). Stage two; two hundred and thirty-six (236) thirty-six (236) public secondary schools were randomly selected out of six hundred and thirteen (613). Each local government area has an average of three hundred and seventy-five (375) teachers which sum

up to twelve thousand and eighty-three thousand (12,083) teachers. In stage three, teachers were selected based on the available number of teachers in each local government area. The total number of teachers that were selected was two thousand one hundred and eighty-seven (2,187) altogether. All the figures were based on the available figures at the time this research was carried out. Also, the selection of schools in each local government area was done through balloting to avoid bias. Table 3.1 below explains this further.

Table 3.1: Number of Teachers Selected in Secondary Schools from Selected Local Governments in Oyo State

S/N	Local government area	Local government	Number of	Number of schools	Number of	Number of teachers	of
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		selected	schools	selected	teachers	selected
1	Afijio	Afijio	17	8	210	40
2	Akinyele	Akinyele	35	20	948	180
3	Atiba		16		350	
4	ATISBO	ATISBO	12	6	310	40
5	Egbeda	Egbada	30	16	602	140
6	Ibadan north	Ibadan north	42	30	1019	300
7	Ibadan north east	Ibadan north east	34	22	956	250
8	Ibadan north west		13		650	
9	Ibadan south east	Ibadan south east	40	28	983	255
10	Ibadan south west	Ibadan south west	36	25	972	245
11	Ibarapa Central	Ibarapa central	10	4	105	20
12	Ibarapa East		11		110	
13	Ibarapa North		8		84	
14	Ido	Ido	21	11	205	80
15	Irepodun		6		66	
16	Iseyin	Iseyin	24	10	470	80
17	Lagelu	Lagelu	26	11	702	140
18	Oluyole	Oluyole	27	11	771	150
19	Ona-ara	Ona-ara	33	11	451	102
20	Itesiwaju		11		101	
21	Iwajowa	Iwajowa	9	4	55	15
22	Kajola		17		85	
23	Ogbomosho North	Ogbomosho North	16	8	210	60
24	Ogbomosho South		16		201	
25	Ogooluwa		13		112	
26	Olorunsogo		4		52	
27	Oorelope		8		101	
28	Oyo East	Oyo East	11	6	340	50
29	Oyo West		11		230	
30	Oriire		18		110	
31	Saki West		7		79	
32	Saki East	Saki East	10	5	202	40
33	Surulere		21		241	
Total		18	613	236	12,083	2,187

Source: Oyo State Ministry of Education, 2023

3.4 Research Instrument

A structured questionnaire instrument titled “Teachers’ Job Involvement’ was used to collect data in this study. Mary Lynn Collins scale, Rotter’s locus of control scale, Mowday, Steers and Porter Organisational commitment scale, and Kanungo scale for job involvement was adapted to measure the variables in this research^{2,3,4,5}. The instrument consists of three sections (sections A, B and C). Section A addressed Demographics for extraneous variables. This was used to tackle hypotheses 3 to 5 of the research question. Section B consists of 22 items which addressed the first three research questions in this study. Items 1 to 9 were used to indicate the teachers’ level of job involvement; items 10 to 18 indicated teachers’ level of organisational commitment while items 19 to 22 were used to indicate the kind of locus of control exhibited by the teachers in public secondary school, Oyo state. Respondents were expected to choose any of the options; At all times, Sometimes, Rarely, and Not at all. The scale was rated between 4 and 1. There were 32 items in Section C which was used to tackle the first two hypotheses. In this section, respondents are expected to choose any of the options; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The scale was also rated between 4 and 1. All the statements are in a positive format.

3.5 Validity of the Research Instrument

The designed instrument of this study was subjected to undergo face and validity. This was presented to the supervisor of the researcher and two other experts in the education discipline. The comments and corrections made were incorporated in the restructuring of the items of the questionnaire and made it ready for a trial test.

3.6 Reliability of the Research Instrument

A trial of the structured questionnaire was conducted on thirty respondents from schools outside the study area. The responses were analyzed using the statistical package for social sciences to determine the reliability index of each instrument. The Cronbach Alpha method was used to calculate reliability, resulting in a score of 0.874 for the trial.

3.7 Method for Data Collection

The researcher proceeded with data collection after the measuring instrument had been corrected and perfected. Letter of introduction to the schools was collected from the HOD of the department, which was presented as the researcher visited all the schools selected. Five research assistants were trained and employed to assist in the administration and the collection of the questionnaires from the respondents. Incentives such as refreshments and pens were provided for the respondents to encourage them.

3.8 Method of Data Analyses

Data was analysed using descriptive statistics of frequency counts, percentage, average, mean, and standard deviation. Also, multiple regression analysis was used to find out the combined and relative influence of the independent variable on the dependent variable. Gender differences were analysed using a t-test. All results were interpreted at a 0.05 level of significance.

Endnotes

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- 6 Oyo State Ministry of Education, Public Secondary School Teachers' Population, 2021.

Chapter Four

Results and Discussion of Findings

The result of the analysis, findings of the research questions and the hypotheses of this study are contained in the chapter. Hard copies of the research instrument were administered to the respondents (public secondary school teachers in Oyo state) to draw out or gather information that can be used to establish facts and answers to both research questions and hypotheses. Two thousand and five hundred and fifty (2550) copies of structured questionnaires were given out to the respondents. Two thousand one hundred and eighty-seven (2187) copies, which was 86% of the copies distributed were made use of. Participants' consents were obtained by explaining the significance of the study and asking for their willingness to participate, and each incentive was given to each participant to encourage them. Data obtained were analysed using descriptive and inferential statistics. Descriptive statistics of frequency count, bar chart and percentages were used to analyse the demographic characteristics of respondents as well as the research questions. The acceptance or rejection of the null hypotheses was carried out using inferential statistics of multiple regression analysis and t-test. This chapter shall be discussed as follows:

- 4.1 Presentation of Demographic Analysis of Respondents
- 4.2 Answering of Research Question
- 4.3 Testing of Hypotheses
- 4.4 Discussion of Findings

4.1 Presentation of Demographic Analysis

Table 4.1: Frequency of Respondents across Selected Local Government in Oyo State

Local Government	Frequency	Percentage of Respondents
Afijio	40	1.8
Akinyele	180	8.2
Atisbo	40	1.8
Egbeda	140	6.4
Ibadan North	300	13.7
Ibadan North East	250	11.4
Ibadan South East	255	11.7
Ibadan South West	245	11.2
Ibarapa Central	20	0.9
Ido	80	3.7
Iseyin	80	3.7
Iwajowa	15	.7
Lagelu	140	6.4
Ogbomoso North	60	2.7
Ona-Ara	102	4.7
Oluyole	150	6.9
Oyo East	50	2.3
Saki West	40	1.8
Total	2187	100.0

Source: Researcher, 2023

The data in Table 4.1 and Figure 1 (see Appendix II) provide an overview of the distribution of respondents across different local government areas within Oyo State. This distribution is important for understanding the geographic representation of participants in the study. Leading the distribution is Ibadan North with 300 respondents, constituting the largest share at 13.7% of the total sample. Following closely are Ibadan North East and Ibadan South East with 250 and 255 respondents, respectively, each accounting for 11.4% and 11.7% of the total sample. Ibadan South West also contributes significantly with 245 respondents, making up 11.2% of the sample. Additionally, other regions like Akinyele, Egbeda, and Oluyole have notable representation with 180, 140, and 150 respondents, respectively, each accounting for around 6.9% to 8.2% of the total. Also, some other areas have some levels of participation. For instance, Iwajowa and Ibarapa Central each have 15 and 20 respondents, constituting 0.7% and 0.9% of the total sample, respectively. Overall, the dataset includes responses from a diverse group of 2187 participants spread across various local government areas within Oyo State. This comprehensive distribution enables a thorough analysis of how organisational commitment and external locus of control influence job involvement across different regions. The distribution showcases the variation in responses across different regions. This geographic diversity can offer insights into potential regional differences in organisational commitment, external locus of control, and job involvement among teachers in Oyo State.

Table 4.2: Gender Distributions of Respondents in Study Areas

Gender	Frequency	Percentage (%)
Female	1193	54.5
Male	994	45.5
Total	2187	100.0

Source: Researcher, 2023

The data presented in Table 4.2 and Figure 2 (see Appendix IV) offer insights into the gender distribution of the respondents in the study. This information holds significance for understanding the demographic makeup of the participants and its implications for the study's outcomes. From the respondents, 1193 individuals identify as female, which constitutes 54.5% of the total sample. On the other hand, 994 respondents identify as male, accounting for 45.5% of the total. This distribution indicates a balanced participation of both male and female teachers, which is valuable for drawing meaningful conclusions about how these factors influence teachers' job involvement across genders. The fairly equal representation of both genders suggests that the study's findings could be more robust and inclusive. It allows for a comparative analysis of how organisational commitment and external locus of control affect job involvement for male and female teachers in Oyo State. The study could uncover whether these factors have differential impacts based on gender, which could have implications for addressing potential gender-specific challenges in the teaching profession.

Moreover, the gender distribution highlights the need for gender-sensitive strategies and policies aimed at enhancing job involvement and overall satisfaction among teachers. Recognizing and addressing any gender-related disparities could contribute to a more

equitable and supportive work environment for teachers in the state. Therefore, the gender distribution in the data provides a lens through which to view the study's findings, enabling insights into potential gender-based variations in the relationship between organisational commitment, external locus of control, and job involvement among teachers in Oyo State.

Table 4.3: Age Range Distributions of Respondents in Study Areas

Age Range	Frequency	Percentage (%)
25-30	252	11.5
31-35	388	17.7
36-40	530	24.2
41-45	482	22.0
46-50	311	14.2
51 and above	224	10.2
Total	2187	100.0

Source: Researcher, 2023

Table 4.3 and Figure 3 (see Appendix v) collectively provide insights into the age distribution of the respondents in the study, shedding light on the age ranges of teachers participating. This information holds significance for understanding the generational composition of the participants and its implications for the study's findings. The age distribution can offer insights into the potential differences in experiences, attitudes, and perspectives across different age groups within the teaching profession. The data in Table 4.4 highlights the following age ranges and their respective frequencies: 25-30: 252 respondents, accounting for 11.5% of the total sample. 31-35: 388 respondents, constituting 17.7% of the total sample. 36-40: 530 respondents, making up 24.2% of the total sample. 41-45: 482

respondents, comprising 22.0% of the total sample. 46-50: 311 respondents, representing 14.2% of the total sample. 51 and above: 224 respondents, accounting for 10.2% of the total sample. Figure 3 visually represents the distribution of these age ranges, providing a clear visual representation of how respondents are distributed across different age groups.

Understanding the age distribution is vital for interpreting the influence of organisational commitment and external locus of control on job involvement. Different age groups might have distinct career expectations, motivations, and levels of commitment. For instance, younger teachers might be more focused on skill development and career advancement, while older teachers might prioritize stability and contributing to their experience. This diversity in age ranges enriches the study's findings, as it allows for an exploration of how organisational commitment and external locus of control impact job involvement across the various stages of a teaching career. It can also help tailor strategies and interventions to address the needs and concerns of teachers in different age brackets, enhancing overall job satisfaction and engagement. In all, the age distribution of respondents outlined in Table 4.4 and Figure 4 (see appendix v) offers a lens through which to examine the study's findings, enabling a takeoff analysis of how factors like organisational commitment and external locus of control influence job involvement among teachers of different ages in Oyo State.

Table 4.4: Academic Qualifications of Respondents in Study Areas

Academic Qualification	Frequency	Percentage (%)
NCE	217	9.9
HND/PGDE	494	22.6
BSc / B.Ed	1159	53.0
MSc / Med	264	12.1
Others	53	2.4
Total	2187	100.0

Source: Researcher, 2023

Table 4.4 and Figure 4 (see Appendix vi) jointly provide valuable insights into the academic qualifications of the respondents in the study. This information is vital for comprehending the educational backgrounds of the participants and the potential implications for the study's outcomes. The table categorizes the academic qualifications as follows: NCE (Nigerian Certificate in Education): 217 respondents, constituting 9.9% of the total sample. HND/PGDE (Higher National Diploma/Postgraduate Diploma in Education): 494 respondents, accounting for 22.6% of the total sample. BSc / B.Ed (Bachelor of Science / Bachelor of Education): 1159 respondents, making up 53.0% of the total sample. MSc / MEd (Master of Science / Master of Education): 264 respondents, representing 12.1% of the total sample. Others: 53 respondents, comprising 2.4% of the total sample. Figure 4 graphically illustrates the distribution of these academic qualifications, providing a clear visual representation of how respondents are distributed across different educational backgrounds.

Understanding academic qualifications is essential for interpreting the potential influence of organisational commitment and external locus of control on job involvement. Different academic backgrounds might lead to variations in career aspirations, teaching approaches, and attitudes toward commitment. For instance, individuals with advanced degrees like MSc / MEd might bring research-oriented perspectives to their teaching, while those with NCE might have more classroom-focused approaches. The diversity in academic qualifications enriches the study's findings, enabling an exploration of how factors like organisational commitment and external locus of control influence job involvement across a spectrum of educational backgrounds. Furthermore, this information allows for tailored interventions and strategies that cater to the unique needs and goals of teachers with varying academic qualifications. It recognizes that career trajectories and professional development might differ based on the level of education attained. In all, Table 4.4 and Figure 4 (see Appendix iv) collectively contribute to a nuanced understanding of the academic qualifications of study participants. This understanding is integral to interpreting how organisational commitment and external locus of control interact with job involvement across diverse educational backgrounds among teachers in Oyo State.

4.2 Analysis of Respondents' Opinion on Research Questions/Answering of Research Questions

Research Question One: What is the level of teachers' job involvement in Oyo State?

Table 4.5: Level of Teachers' Job Involvement in Oyo State

S/ N	Items	At All Time	Sometimes	Rarely	Not At All	Mean	SD
		Freq. (Percent. %)	Freq. (Percent. %)	Freq. (Percent.)	Freq. (Percent.)		
1	I go extra length to get learning material.	1280 (58.5%)	683 (31.2%)	149 (6.8%)	75 (3.4%)	3.45	0.768
2	I make use of learning materials while teaching.	974 (44.5%)	978 (44.7%)	167 (7.6%)	68 (3.1%)	3.31	0.743
3	I ensure students are excited in the cause of teaching activities.	1207 (55.2%)	690 (31.6%)	199 (9.1%)	91 (4.2%)	3.38	0.817
4	I give out assignment to students.	1148 (52.5%)	710 (32.5%)	218 (10.0%)	111 (5.1%)	3.32	0.850
5	I ensure students participate in the class work.	1258 (57.5%)	658 (30.1%)	178 (8.1%)	93 (4.3%)	3.41	0.812
6	I stay around to supervise group work when going on.	1032 (47.2%)	850 (38.9%)	221 (10.1%)	84 (3.8%)	3.29	0.800
7	I care to ask after absent students.	1083 (49.5%)	744 (34.0%)	263 (12.0%)	97 (4%)	3.29	0.843
8	I am interested in getting students out of his or her shell.	1003 (45.9%)	860 (39.3%)	226 (10.3%)	98 (4.5%)	3.27	0.819
9	I may not enjoy any other profession like teaching.	857 (39.2%)	871 (39.8)	296 (13.5%)	163 (7.5%)	3.11	0.902
Weighted Mean						3.31	

Source: Researcher, 2023; SD = Standard Deviation,

Decision Rule: 0 – 1.49= Very Low, 1.50 - 2.49= Low, 2.5 – 3.49 = High, 3.50 – 4.0 = Very

High

The results of Research Question One, which sought to assess the level of teachers' job involvement in Oyo State, are presented in Table 4.5. This Table consists of nine (9) items in which item one points out the portion of respondents who consistently go the extra mile to procure learning materials is (58.5% at all times), (31.2% sometimes), (6.8% rarely) and (3.4% not at all) while the mean score for this item is (3.45). Respondents who make use of the materials during teaching (44.5% at all times), (44.7% sometimes), 7.6% rarely, and (3.1% not at all) with a mean score of (3.31). At the same time, the respondents who ensure that students are excited during teaching activities come up with (55.2% at all times), (31.6% sometimes), (9.1% rarely) and (4.2% not at all) with a mean score of 3.38

On the other hand, item four which stated the respondents' responses on giving out assignments to students is (52.5% at all times), (32.5% sometimes), (10.0% rarely) and (5.1% not at all) while the score is 3.32. Participants who ensure students' participation in the class work are (57.5% at all times), (30.1% sometimes), (8.1% rarely), and (4.3% not at all) while the mean score is 3.41. Item six describes the responses of the respondents who stay around to supervise group work when going on as (47.2% at all times), (38.9% sometimes), (10.1% rarely), and (3.8% not at all) with 3.29 mean scores. Respondents who care to ask after an absent student are (49.5% at all times), (34.0% sometimes), (12.0% rarely) and (4% not at all) with a mean score of 3.29. Items in which respondents who are interested in getting students out of his or her shells are (45.9% at all times), (39.3% sometimes), (10.3% rarely), and (4.5% not at all) with a mean score of 3.27. The last item which described the respondent's responses who may not enjoy any other profession like teaching are (39.2% at all times), (39.8% sometimes), (13.5% rarely), and (7.5% not at all) with a 3.11 mean score.

However, the weighted mean for job involvement stands at 3.31 and according to the Decision Rule, this score falls within the “High” category. This suggests that, on average, teachers exhibit a substantially high level of job involvement based on the presented dimensions. These findings offer valuable insights into the extent to which teachers in Oyo State are engaged in their profession. Such insights can guide educational policies and interventions aimed at enhancing teachers' job involvement, ultimately contributing to a more fulfilling and effective teaching profession.

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Research Question Two: What is the status of organisational commitment of teachers in Oyo State?

Table 4.6: Status of Organisational Commitment of Teachers in Oyo State

S/N	Items	At All Time	Sometimes	Rarely	Not At All	Mean	SD
		Frequency (Percent. %)	Frequency (Percent. %)	Frequency (Percent. %)	Frequency (Percent. %)		
1	I am proud to be a teacher.	1078 (49.3%)	751 (34.3%)	252 (11.5%)	106 (4.8%)	3.28	0.851
2	I enjoy teaching.	1132 (51.8%)	702 (32.1%)	275 (12.6%)	78 (3.6%)	3.32	0.827
3	Teaching is part of me.	1089 (49.8%)	716 (32.7%)	287 (13.1%)	95 (4.3%)	3.28	0.851
4	I feel obliged to remain a teacher	960 (43.9%)	704 (32.2%)	360 (16.5%)	163 (7.5)	3.13	0.941
5	I am not sure I need leaving teaching	859 (39.3%)	714 (32.6%)	421 (19.3%)	193 (8.8%)	3.02	0.969
6	Quitting teaching will not be a best option for me.	839 (38.4%)	670 (30.6%)	401 (18.3%)	277 (12.7%)	2.95	1.035
7	I feel like leaving teaching profession for another.	625 (28.6%)	722 (33.0%)	403 (18.3%)	437 (20.0%)	2.70	1.087
8	I do not see the need remaining a teacher.	567 (25.9%)	675 (30.9%)	433 (19.8%)	512 (23.4%)	2.59	1.108
9	It is just a matter of time I will soon leave teaching.	579 (26.5%)	635 (29.0%)	457 (20.9%)	516 (23.6%)	2.58	1.116
Weighted Mean						2.98	

Source: Researcher, 2023; SD = Standard Deviation

Decision Rule: 0 – 1.49= Very Low, 1.50 - 2.49= Low, 2.5 – 3.49 = High, 3.50 – 4.0 = Very High

Research question two aimed to assess the status of organisational commitment among teachers in Oyo State. This part captures how committed the respondents are to their teaching profession. The results reveal the following pattern, "I am proud to be a teacher." A significant proportion of respondents (49.3%) reported feeling proud to be teachers at all times, while 34.3% expressed this sentiment sometimes. In contrast, a smaller percentage indicated rare (11.5%) or no (4.8%) feelings of pride. The mean score for this item is 3.28, and the standard deviation is 0.851. "I enjoy teaching." The majority of respondents (51.8%) reported enjoying teaching at all times, with 32.1% feeling this way sometimes. In comparison, a smaller proportion indicated rare (12.6%) or no (3.6%) enjoyment. The mean score for this item is 3.32, with a standard deviation of 0.827. "Teaching is part of me." Similarly, a significant percentage (49.8%) stated that teaching is part of their identity at all times, while 32.7% felt this way sometimes. Conversely, a smaller percentage expressed rare (13.1%) or no (4.3%) identification with teaching. The mean score for this item is 3.28, and the standard deviation is 0.851.

Likewise, a significant percentage of respondents (49.3%) were obliged to remain a teacher at all times, while (32.2%) felt this way sometimes. On the other hand, a lesser percentage of the teachers expressed rare, (16.5%) and not at all (7.5%). The mean score for this item is 3.13 while the standard deviation is 0.969. On item five, the respondents who are not sure about leaving teaching expressed their feeling at all times (39.3%), those on the sometimes level (32.6%), some rarely feel it (19.3%) while others on the not at all is (8.8%). The mean score is 3.02 and the standard deviation is 0.969. Also, a significant percentage of respondents think quitting teaching will not be the best option for them at all times (38.4%),

(30.6%) sometimes feel it, (18.3%) rarely feel it while (12.7%) do not feel it at all. This item has a mean score to be 2.95 and a standard deviation (of 1.035). On the item of feeling like leaving the teaching profession for another (28.6% at all times), (33.0% sometimes), (18.3% rarely) and (20.0% no at all). The mean score is 2.7 and the standard deviation is 1.087. Item eight described the need of the respondents to remain in the teaching profession where respondents responded at all times (25.9%), sometimes (30.9%), rarely (19.8%) and (23.4%) not at all. Where the mean score is 2.59 and the standard deviation is (1.108). Lastly, some respondents who feel it is just a matter of time, before they will soon leave teaching are (26.5% at all times), (29.0% sometimes), (20.9% rarely) and (23.6% not at all). The mean score is 2.58 and the standard deviation is 1.116.

In summary, the waited mean stand at 2.98 categorising it as "high" according to the Decision Rule. This suggests that teachers in public secondary school in Oyo State, on average, have a relatively high level of organisational commitment. This findings is in agreement with the reports about secondary school teachers in Western and Eastern Asia, and Spain^{8,13,26}. This finding implies that Oyo State public secondary teachers are committed because of psychological attachment to impart knowledge into students. The high level of organisational commitment of the teachers may signifies the fear of losing social and economic benefits derivable from gamefull employment. The moral obligation to remain within the school system might be linked to the contribution of government toward the training of most teachers, who could not but be committed to the teaching profession. This factor has potential of making teachers not to contemplate leaving their teaching roles. In addition, the commitment of some teachers could be attributed to their willingness and enthusiasm to continue with teaching job rather taking another job because of the school

system platform for extra work. Some of the committed teachers utilize the platform of the school system to engage in extra teaching with pay after school hours. Organisational commitment of the teachers get affected by the success of the students. Teachers working with active successful or brilliant students are committed to their organisation¹⁸. One of the reasons some teachers at public secondary school in Oyo State may be attributed to the fulfilment or joy those teachers receive from interaction with brilliant students. The understanding of high level organisational commitment of public secondary school teachers is crucial for educational planners and policy makers who wish the educational sector the best. The policy makers and administrators should promote strategies that can enhance teachers; long-term commitment to the teaching profession, and make teaching a more attractive career choice. The fair treatment of the teachers by the policy makers and administrators will improve not only the teachers' commitment to his/her school, but also job satisfaction morale and the school environment.

Research Question Three: What is the level of teachers' external locus of control in Oyo State?

Table 4.7: Level of teachers' external locus of control in Oyo state

S/N	Items	At All Time Frequency (Percent. %)	Sometimes Frequency (Percent. %)	Rarely Frequency (Percent. %)	Not At All Frequency (Percent. %)	Mean	SD
1	Students are comfortable sharing the personal issues with me	931 (42.6)	754 (34.5%)	319 (14.6%)	183 (8.4%)	3.11	0.946
2	I respond to both reasonable and on reasonable questions from students	1338 (61.2%)	523 (23.9%)	234 (10.7%)	92 (4.2)	3.42	0.843
3	Students get me pissed off with	418 (19.1%)	897 (41.0%)	431 (19.7%)	441 (20.2%)	2.59	1.014

4	questions I don't tolerate any students' misbehave	723 (33.1%)	661 (30.2%)	397 (18.2%)	406 (18.6%)	2.78	1.098
Weighted Mean						2.98	

Source: Researcher, 2023; SD = Standard Deviation

Decision Rule: 0 – 1.49= Very Low, 1.50 - 2.49= Low, 2.5 – 3.49 = High, 3.50 – 4.0 = Very High

Research Question Three sought to gauge the extent of external locus of control among teachers in Oyo State. The results, as outlined in Table 4.10, delve into the External Locus of Control dimension. This dimension explores teachers' perceptions regarding the degree to which external factors impact their ability to manage classroom situations and their interactions with students. The insights regarding the External Locus of Control dimension are as follows: "Students are comfortable sharing personal issues with me." A significant portion of teachers (42.6%) indicated that students are comfortable sharing their personal concerns with them at all times, while 34.5% reported this occurrence sometimes. Moreover, 14.6% mentioned rare instances, and 8.4% expressed that this rarely happens.

The mean score for this item is 3.11, accompanied by a standard deviation of 0.946. "I respond to both reasonable and unreasonable questions from students." The majority of teachers (61.2%) responded that they always answer both reasonable and unreasonable questions from students. Additionally, 23.9% indicated this occurs sometimes, 10.7% mentioned rare instances, and 4.2% stated that this rarely happens. The mean score for this item is 3.42, with a standard deviation of 0.843. "Students get me pissed off with questions."

A substantial number of teachers (41.0%) revealed that students occasionally frustrate them with their questions. Meanwhile, 19.1% reported that this happens at all times, 19.7% mentioned rare instances, and 20.2% expressed that this rarely occurs. The mean score for

this item is 2.59, accompanied by a standard deviation of 1.014. "I won't tolerate any students' misbehavior." A notable portion of teachers (33.1%) mentioned that they do not tolerate any misbehavior from students at all times. Furthermore, 30.2% indicated this stance sometimes, 18.2% mentioned rare instances, and 18.6% expressed that they rarely adopt this approach. The mean score for this item is 2.78, with a standard deviation of 1.098. The Overall Weighted Mean for the External Locus of Control dimension is 2.98, categorizing it as "High" based on the Decision Rule. This indicates that, on average, teachers in Oyo State perceive external factors to play a significant role in shaping their classroom dynamics and interactions with students. These findings provide insights into teachers' perspectives regarding the influence of external factors on their teaching experiences. The high level of external locus of control suggests that teachers often attribute student behavior and interactions to external circumstances. Understanding these perceptions can guide educational strategies aimed at empowering teachers to effectively navigate classroom dynamics and cultivate positive student interactions, thereby enhancing the overall teaching and learning environment.

4.3 Testing of Hypotheses

Ho1: There will be no significant combined influence of organisational commitment (affective, normative and continuance) and teachers' external locus of control on job involvement in public secondary schools Oyo State.

Table 4.8: Summary of Regression Model Showing Combined Influence of Organisational Commitment (Affective, Normative and Continuance) and Teachers' External Locus of Control on Job Involvement in Public Secondary School Oyo State

Model	R	R Square	Adjusted R Square	Std. Error of the
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ANOVA				Estimate		
	0.988	0.976	0.973	1.56055		
		Sum of Squares	Df	Mean Square	F	Sig.
Regression		219490.365	2	109745.183	45063.839	0.000
Residual		5318.754	2184	2.435		
Total		224809.119	2186			

a. Dependent Variable: Job Involvement

b. Predictors: (Constant), Organisational Commitment, External Locus of Control

Table 4.8 presented Ho2 and Ho3 where it was tested to determine the combined influence of organisational commitment (including affective, normative, and continuance aspects) and teachers' External locus of control on the job involvement of teachers in public secondary schools in Oyo State. The findings are concisely presented in Table 4.8, offering insights into the regression model that illustrates how these elements collectively influence job involvement.

The regression model summary reveals the following details: Model: The coefficient of determination, denoted by R Square, is 0.976. This indicates that around 97.6% of the variability in job involvement can be accounted for by the combined effects of organisational commitment and locus of control. The Adjusted R Square, at 0.973, considers the model's complexity, providing a refined view of its explanatory power. The Standard Error of the Estimate is 1.56055, offering a measure of the accuracy of predictions made by the model. The predictors considered are Organisational Commitment and Locus of Control.

The ANOVA analysis, a critical statistical measure, demonstrates a highly significant F-value (Significance = 0.000). This signifies that the regression model, encompassing the combined influence of organisational commitment and external locus of control on job involvement, holds considerable statistical significance. In summary, the examination of the

data leads us to reject the null hypothesis (Ho1) as the findings reveal a statistically significant combined influence of organisational commitment (across its affective, normative, and continuance dimensions) and teachers' external locus of control on job involvement in public secondary schools within Oyo State. The substantial R Square value, as well as the significant F-value, underscores the model's capability to explain a noteworthy portion of the variability in job involvement, attributing this to the interplay of organisational commitment and external locus of control. Therefore, the null hypothesis which states that There will be no significant combined influence of organisational commitment (affective, normative and continuance) and teachers' external locus of control on job involvement in public secondary schools in Oyo State was rejected at 0.05 level of significance.

Ho2: There will be no significant relative influence of organisational commitment and teachers' external locus of control on job involvement in public secondary schools Oyo State.

Table 4.9: Summary of Regression Model Showing Relative Influence of Organisational Commitment (Affective, Normative and Continuance) and Teachers' External Locus of Control on Job Involvement in Public Secondary School, Oyo State

	Unstandardized Coefficients	Standardized Coefficients			
	B	Std. Error	Beta	T	Sig.
(Constant)	3.554	0.120		29.620	0.000
External locus of control	1.055	0.022	0.744	49.063	0.000
Organisational Commitment	0.232	0.014	0.249	16.407	0.000

a. Dependent Variable: Job Involvement

Table 4.9 presented Hypothesis Ho2 and Ho3 where it was suggested that there will be no significant relative influence of organisational commitment (including affective, normative,

and continuance aspects) and teachers' external locus of control on job involvement within public secondary schools in Oyo State. The examination of this hypothesis is encapsulated in Table 4.12, which provides a comprehensive view of the regression model that illuminates the distinct impact of these factors on job involvement. The coefficients within the presented Model 1 convey the following insights: A constant term of 3.554 establishes a baseline for the model's analysis. External Locus of Control: The unstandardized coefficient (B) associated with the external locus of control is 1.055, accompanied by a standard error of 0.022. A notable finding is the standardised coefficient (Beta) which is 0.744, indicating a robust impact. The corresponding t-value is 49.063, and the significance level (Sig.) is exceptionally low at 0.000, signifying a highly significant influence. Organisational Commitment: The unstandardised coefficient (B) for organisational commitment stands at 0.232, along with a standard error of 0.014. The standardised coefficient (Beta) for this aspect is 0.249, signifying a moderate level of influence. The t-value of 16.407, as well as the significance value of 0.000 further reinforces the considerable significance of this influence. To synthesize, the outcomes derived from the regression model emphasize the following:

Both external locus of control and organisational commitment have significant relative influences on job involvement among teachers in public secondary schools in Oyo State. The standardized coefficient (Beta) about the external locus of control is distinctly higher than that of organisational commitment, denoting a comparatively stronger influence on job involvement. In all, these results underscore the pivotal roles that both external locus of control and organisational commitment play in shaping the level of job involvement among teachers. The pronounced t-values and the remarkably low significance levels (Sig. values) accentuate the credibility and strength of these relationships in the context of the

study. Therefore, the hypothesis which states that there will be no significant relative influence of organisational commitment and teachers' external locus of control on job involvement in public secondary schools Oyo State was rejected.

Ho3: There will be no significant gender difference in public secondary school teachers' job involvement in Oyo State.

Table 4.10: Summary of t-test Showing Gender Difference in Public Secondary School Teachers' job Involvement in Oyo State

Group Statistics											
		Gender	N	Mean	Std. Deviation	Std. Error Mean					
Job Involvement	Female		1193	37.1777	10.57723	0.30623					
	Male		994	38.1056	9.57211	0.30361					
Independent Samples Test											
		Levene's Test for Equality of Variances			t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Interval of the Difference Lower	Confidence of the Difference Upper	
Job Involvement	Equal variances assumed	5.538	0.019	-2.132	2185	0.033	-0.9279	0.43515	-1.78129	-0.07458	
	Equal variances not assumed			-2.152	2170.117	0.032	-0.9279	0.43123	-1.77359	-0.08227	

Hypothesis Three delves into the possibility of a significant gender difference in the job involvement of public secondary school teachers within Oyo State. The culmination of this exploration is distilled in Table 4.13, which encapsulates a t-test analysis designed to unearth any variations in job involvement based on gender.

Group Statistics: Breaking down the data reveals that Female teachers, numbering 1193, exhibit an average job involvement score of 37.1777, coupled with a standard deviation of 10.57723. On the other hand, male teachers, amounting to 994, manifest a mean job involvement score of 38.1056, accompanied by a standard deviation of 9.57211. Independent Samples Test: Unraveling the t-test and its ramifications: Levene's Test underscores the equivalence of variances, asserting $F = 5.538$ and a significance of 0.019. The t-test for equality of means yields t-values of -2.132 (assuming equal variances) and -2.152 (in scenarios without equal variances). Both cases present significance levels below 0.05 (specifically 0.033 and 0.032), pointing to statistical significance. The calculated mean difference in job involvement between genders is -0.92793, indicating a marginal inclination towards higher job involvement among male teachers.

Furthermore, the 95% Confidence Intervals for these differences confidently exclude zero, amplifying the strength of the observed distinction. In summation, the outcome of the t-test suggests a statistically meaningful gender difference in job involvement among public secondary school teachers in Oyo State, therefore the null hypothesis was rejected. Interestingly, male teachers tend to exhibit slightly elevated levels of job involvement when contrasted with their female counterparts. The statistical weight of this difference is substantiated through the presented t-values, significance levels, and the confident stance of the calculated confidence intervals.

Ho4: There will be no significant gender difference in the external locus of control of public secondary school teachers in Oyo State.

Hypothesis (Ho4) delves into investigating whether there is a significant gender difference in the external locus of control exhibited by public secondary school teachers within Oyo State. The findings are summarized in Table 4.11, which presents a t-test analysis aiming to reveal potential variances in the locus of control based on gender. Group Statistics: Gender: Female: N = 1193, Mean = 24.1685, Std. Deviation = 7.49604, Std. Error Mean = 0.21703 Male: N = 994, Mean = 24.8913, Std. Deviation = 6.69327, Std. Error Mean = 0.21230 Independent Samples Test: Levene's Test for Equality of Variances: F = 6.018, Sig. = 0.014 t-test for Equality of Means: Equal variances assumed: t = -2.357, df = 2185, Sig. (2-tailed) = 0.019 Mean Difference = -0.72287, Std. Error Difference = 0.3067395% Confidence Interval of the Difference: Lower = -1.32438, Upper = -0.12135 Equal variances not assumed: t = -2.381, df = 2174.545, Sig. = 0.017 Mean Difference = -0.72287, Std. Error Difference = 0.3036095% Confidence Interval of the Difference: Lower = -1.31823, Upper = -0.12750 Here's the interpretation of the results: Group Statistics: The mean locus of control score for female teachers is 24.1685, with a standard deviation of 7.49604.

Table 4.11: Summary of t-test Showing Gender Difference in Locus of Control of Public Secondary School teachers in Oyo State

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Locus of Control	Female	1193	24.1685	7.49604	0.21703
	Male	994	24.8913	6.69327	0.21230

Independent Samples Test	
Levene's Test	t-test for Equality of

		for Equality of Variances		Means						95% Confidence Interval of the Difference
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Job Involvement	Equal variances assumed	6.018	0.014	-2.357	2185	0.019	-0.72287	0.30673	-1.32438	-0.12135
	Equal variances not assumed			-2.381	2174.545	0.017	-0.72287	0.30360	-1.31823	-0.12750

The mean locus of control score for male teachers is 24.8913, with a standard deviation of 6.69327. Independent Samples Test: Levene's Test confirms the assumption of equal variances ($F = 6.018$, $\text{Sig.} = 0.014$). The t-test for equality of means yields a t-value of -2.357 (assuming equal variances) and -2.381 (not assuming equal variances). The Sig. values for both cases are below 0.05 (0.019 and 0.017), indicating statistical significance. The mean difference in locus of control between genders is -0.72287, indicating a slightly lower locus of control score among female teachers. The 95% Confidence Intervals for the difference exclude zero, further affirming the significance of the observed difference.

In all, the t-test results reveal that there is indeed a statistically significant gender difference in the external locus of control displayed by public secondary school teachers in Oyo State. Female teachers, on average, tend to exhibit slightly lower levels of locus of control compared to their male counterparts. The statistical significance of this difference is supported by the t-values, significance levels, and confidence intervals presented in the analysis. Therefore the null hypothesis which states that there will be no significant gender

difference in the locus of control of public secondary school teachers in Oyo State was rejected.

4.4 Discussion of Findings

Based on an analysis of respondents' opinions regarding Research Question One, which aims to determine the level of teachers' job involvement in Oyo State, it is evident that public secondary school teachers in Oyo State exhibit a noteworthy level of job involvement. This section will delve into the discussion and consider both theoretical and practical perspectives.

The investigation of teachers' job involvement in Oyo State reveals a significant departure from conventional trends observed in related studies. In a national survey involving a diverse sample of teachers from various regions, the reported enthusiasm levels ranged across values, and interest levels ranged across values¹. These findings indicate a considerable variance in job involvement across different contexts. Similarly, the exploration of teacher engagement in urban schools unveiled a spectrum of involvement levels². While some urban teachers reported elevated levels of enthusiasm and interest, others experienced lower engagement due to challenging working conditions and resource constraints². These findings emphasize the intricate interplay between contextual factors and teachers' job involvement. Contrasting the findings of this study with the current research on Oyo State's secondary school teachers reveals a striking consistency in elevated job involvement. The weighted means of enthusiasm, zeal, and interest signal a remarkable dedication to teaching responsibilities. This pattern defies the anticipated variations that might arise due to different geographical and

socio-economic contexts. Furthermore, a study on job involvement among teachers in rural settings highlighted the significance of community ties and professional development opportunities. Even in the rural context, where challenges like limited resources are prominent, the reported enthusiasm, zeal, and interest surpass the national averages, corroborating the prevalent trend of heightened job involvement³. Comparisons with studies reinforce the consistency of the findings. Investigation into teacher involvement in another related study noted enthusiasm levels ranging across values, while a study in a private school context found interest levels ranging across values^{4,5}. Despite the diversity of educational contexts, secondary school teachers in Oyo State continue to exhibit elevated levels of job involvement.

In all, the findings of this study highlight an exceptional degree of job involvement among secondary school teachers in Oyo State. The departure from patterns observed in the study underscores the uniqueness of Oyo State's educational landscape. These results, in conjunction with a comprehensive review of related studies, shed light on the pivotal role of regional and contextual factors in shaping teacher job involvement⁶. From a theoretical perspective, these results lend support to theories that underscore the significance of teacher job involvement in enhancing educational quality. The Self-Determination Theory and the Job Demands-Resources Model, for instance, emphasize the positive impact of intrinsic motivation and job resources on employee performance and well-being⁷. The observed high levels of enthusiasm, zeal, and interest among teachers echo the principles outlined in these theoretical frameworks. These findings have significant practical implications for educational stakeholders, policymakers, and school administrators in Oyo State. The high levels of job

involvement among teachers suggest a positive work environment, which can contribute to improved student outcomes and overall school effectiveness. School leaders can capitalize on these findings by fostering a supportive atmosphere that nurtures teachers' enthusiasm, zeal, and interest, thereby enhancing the teaching and learning experience.

This study contributes to the field by providing empirical evidence of the robust job involvement exhibited by secondary school teachers in Oyo State. The quantification of teachers' enthusiasm, zeal, and interest adds a nuanced understanding to the discourse on teacher engagement. These findings expand the existing body of knowledge and offer insights that can inform policies aimed at enhancing the teaching profession in the region. In all, analysis of respondents' opinions on Research Question One demonstrates a substantial level of job involvement among secondary school teachers in Oyo State. The high levels of enthusiasm, zeal, and interest point to a positive engagement with teaching responsibilities. These findings hold theoretical implications for motivational theories and have practical significance for education policymakers and school administrators.

Research Question Two aimed to assess the current state of organisational commitment among teachers in Oyo State. Data analysis revealed distinct trends within the dimensions of organisational commitment: affective commitment, normative commitment, and continuance commitment. The results indicate that affective commitment holds the highest significance among teachers in Oyo State, reflecting a strong emotional attachment to the organisation. This emotional bond fosters a sense of belonging and loyalty, aligning with the notion that positive emotional connections enhance commitment and retention^{7,8}. Following affective commitment, normative commitment emerged as the second most prominent dimension of organisational commitment. This type of commitment is rooted in a

sense of moral or ethical responsibility, highlighting teachers' dedication to the education system and the development of the next generation^{9,10}. This underscores how teachers in Oyo State perceive their roles as more than mere jobs, emphasizing the importance of ethical considerations in their commitment.

In contrast, the findings indicate that continuance commitment holds the lowest significance among teachers in Oyo State. This form of commitment is based on the perceived costs associated with leaving the organisation. The relatively lower prevalence of continuance commitment suggests that teachers are more motivated by intrinsic factors such as emotional attachment and moral responsibility rather than external factors like potential costs¹⁰. The hierarchical arrangement of affective, normative, and continuance commitment provides valuable insights for educational policymakers and administrators. Recognizing the prevalence of affective and normative commitment, educational institutions could focus on strategies that further enhance these dimensions. This might involve cultivating a positive work environment that nurtures emotional attachment and reinforces the sense of moral obligation among teachers. Given the relatively lower importance of continuance commitment, efforts to retain teachers should emphasize factors that promote intrinsic motivation rather than relying solely on contractual obligations.

In related studies, an author the emphasis on affective commitment is consistent, demonstrating that emotional attachment is a universal driver of commitment among teachers⁶. Similarly, findings from a related investigation reveal a prominence of normative commitment, echoing the present study's results⁷. Research on leadership styles and teacher experience further supports the significance of emotional and ethical factors in commitment⁸.

Studies on job satisfaction and turnover intentions corroborate the lower status of continuance commitment, highlighting the impact of emotional and ethical dimensions⁹.

Collectively, these studies, alongside the current study, consistently underscore the importance of affective and normative commitment among teachers. Despite differences in methods and contexts, the shared emphasis on emotional attachment and ethical responsibility reinforces the strength of these dimensions in shaping teacher commitment across diverse settings. This comparison enhances the credibility of the study's findings and underscores the pivotal role of emotional and ethical factors in shaping teacher commitment in Oyo State.

The third research question aimed to assess the degree of external locus of control among teachers in Oyo State. Analysis of the data revealed a significant trend, indicating a notable level of external locus of control within the teaching community. The study's findings highlight a substantial prevalence of external locus of control among public secondary school teachers in Oyo State. This suggests that a significant portion of teachers perceive external forces as predominantly influencing their professional experiences and outcomes, rather than their actions or decisions. The prevailing high external locus of control has implications for teachers and the educational system in Oyo State. It might contribute to a sense of disempowerment among teachers, potentially impacting their motivation to take ownership of their teaching practices and proactively address challenges. Similarly, the pronounced external locus of control could impact teachers' job satisfaction. If teachers perceive minimal influence of their efforts on outcomes, job satisfaction might decline due to a perceived lack of agency in their work environment. Moreover, the high external locus of control might influence professional development initiatives. Teachers with strong external

locus of control beliefs might be less inclined to seek growth opportunities, assuming external factors largely determine their professional progress.

Compared with prior related studies, one investigation found that a significant portion of teachers exhibited external locus of control tendencies, similar to this study's findings¹⁰. Another study explored teacher efficacy beliefs about locus of control, suggesting potential implications for self-efficacy and instructional practices¹¹. A cross-country study on teacher motivation found that challenging socio-economic conditions were associated with higher external locus of control beliefs, which aligns with the socio-economic context of Oyo State¹². Other research highlighted the relationship between external locus of control and burnout, as well as the influence of cultural factors on locus of control beliefs¹³. In all, the substantial prevalence of external locus of control among teachers in Oyo State holds significant implications. Recognizing this trend could prompt educational policymakers and administrators to consider interventions that promote internal locus of control, empower teachers, and enhance their agency in shaping their professional experiences and outcomes. Addressing external locus of control beliefs could contribute to improved teacher motivation, job satisfaction, and overall effectiveness within Oyo State's education system.

The test of null hypothesis Ho1 posited that there would be no significant combined influence of organisational commitment (affective, normative, and continuance) and teachers' external locus of control on job involvement among teachers in public secondary schools in Oyo State. However, the examination of the data revealed a significant deviation from this expectation, leading to the rejection of the null hypothesis. Contrary to the hypothesis, the outcomes of this study showcase a statistically significant combined influence of organisational commitment (affective, normative, and continuance) and teachers' external

locus of control on job involvement in public secondary schools in Oyo State. The findings suggest that teachers' job involvement in public secondary schools in Oyo State is indeed shaped by their level of organisational commitment and their external locus of control tendencies. This signifies that teachers' emotional attachment to their organisations (affective commitment), their sense of moral responsibility to stay (normative commitment), their perception of costs tied to leaving (continuance commitment), and their beliefs concerning external factors' role in determining outcomes (external locus of control) all collectively contribute to their level of job involvement. The implication of this notable combined influence holds significance for educational administrators and policymakers. Acknowledging that teachers' organisational commitment and locus of control beliefs impact their job involvement offers an opportunity to develop targeted interventions. Strategies could be employed to foster teachers' emotional connection, reinforce their moral duty, and address factors contributing to their external locus of control beliefs, all of which could positively impact their job involvement.

Compared with prior research, a study revealed a positive correlation between organisational commitment and job involvement among teachers, supporting this study's findings of a significant combined influence¹⁴. Another investigation highlighted that individuals with a more internal locus of control tend to exhibit higher job involvement, reinforcing the importance of locus of control¹⁵. Additionally, a study demonstrated that normative commitment was a predictor of job involvement¹⁶. Similarly, a strong positive relationship was found between affective commitment and job involvement among teachers¹⁷. The relationship between external locus of control and job satisfaction among teachers was established, connecting external locus of control to job involvement outcomes¹⁸. The

combined effects of normative commitment and external locus of control on teachers' performance were observed, mirroring their influence on job involvement. Furthermore, the identification of continuance commitment's role in job engagement echoes the broader finding of organisational commitment's influence on job involvement¹⁹. In summary, the substantial combined influence of organisational commitment (affective, normative, and continuance) and teachers' external locus of control on job involvement in public secondary schools in Oyo State offers a profound understanding of the intricate interplay of these factors. Recognising the interconnections between commitment dimensions and locus of control beliefs enables educational stakeholders to design focused interventions, enhancing teachers' job involvement and fostering a more engaged teaching community.

The objective of Hypothesis Two (Ho2) was to examine the relative influence of organisational commitment and teachers' external locus of control on job involvement in public secondary schools in Oyo State. However, the outcomes obtained from the regression model provide compelling evidence leading to the rejection of the null hypothesis. The coefficients within the presented Model 1 offer insightful findings regarding the factors influencing job involvement among teachers in public secondary schools in Oyo State. The constant term of 3.554 establishes the baseline for the model's analysis. Yet, the most crucial insights arise from the coefficients associated with an external locus of control and organisational commitment. The unstandardized coefficient (B) for the external locus of control is 1.055, with a standard error of 0.022. The standardized coefficient (Beta) of 0.744 suggests a robust and substantial influence of external locus of control on job involvement. The significantly high t-value of 49.063 and the exceptionally low significance level (Sig.) of

0.000 underscore the profound impact of teachers' external locus of control beliefs on their job involvement. This highlights that teachers' perceptions of external factors significantly shape their engagement in their work. The unstandardized coefficient (B) for organisational commitment is 0.232, with a standard error of 0.014. The standardized coefficient (Beta) of 0.249 indicates a moderate level of influence of organisational commitment on job involvement. The t-value of 16.407 and Sig. value of 0.000 further emphasizes the considerable significance of this influence. This implies that emotional attachment, moral obligation, and perceived costs linked to organisational commitment contribute to teachers' job involvement. Synthesizing the regression model's outcomes, both external locus of control and organisational commitment exert significant relative influences on job involvement among teachers in public secondary schools in Oyo State. Importantly, the standardized coefficient (Beta) for the external locus of control surpasses that of organisational commitment, suggesting a relatively stronger influence of the external locus of control on job involvement.

Compared with previous research, a study in a corporate context indicated that both organisational commitment and locus of control significantly predicted job involvement. A study on teachers' job attitudes demonstrated that external locus of control notably impacted job involvement¹⁹. Another examination showcased a strong link between organisational commitment and job involvement among teachers, echoing this study's findings²⁰. Moreover, research illustrated that external locus of control negatively affected work engagement, supporting the idea that locus of control impacts various work-related aspects²¹. A study explored organisational commitment to job involvement and satisfaction among teachers, emphasizing its role in engagement²². A different context study highlighted that locus of

control significantly influenced job involvement²³. A longitudinal study indicated that organisational commitment and locus of control consistently predicted job involvement over time²⁴. The consistent alignment between this study's findings and previous research underscores the universality of the influence of organisational commitment and external locus of control on job involvement. The significance of these factors across various contexts implies that efforts to enhance job involvement should address these fundamental elements. In conclusion, the regression model's results strongly demonstrate the considerable and significant relative influence of both organisational commitment and teachers' external locus of control on job involvement among teachers in public secondary schools in Oyo State. The findings emphasize these factors' pivotal roles in shaping job-related attitudes and behaviors. The congruence between this study's outcomes and previous research underscores the importance of considering organisational commitment and locus of control in cultivating an engaged and dedicated teaching workforce. The null hypothesis's rejection underscores the need to address these factors for the betterment of education in Oyo State.

Hypothesis three was formulated to explore the existence of a significant gender disparity in job involvement among public secondary school teachers in Oyo State. The analysis of the data reveals noticeable differences between the job involvement scores of female and male teachers, leading to the rejection of the null hypothesis. Dividing the data based on gender, it becomes evident that female teachers (totaling 1193) exhibit an average job involvement score of 37.1777, with a standard deviation of 10.57723. In contrast, male teachers (totaling 994) display an average job involvement score of 38.1056, accompanied by a standard deviation of 9.57211. To validate these observed distinctions, an independent samples t-test was employed. Levene's Test, examining variance equivalence, yielded an F-

value of 5.538 with a significance of 0.019. The t-test for equality of means generated t-values of -2.132 (assuming equal variances) and -2.152 (in scenarios without equal variances). In both cases, significance levels were below 0.05 (0.033 and 0.032, respectively), indicating statistical significance. The calculated mean difference in job involvement between genders is -0.92793. This value implies a marginal inclination towards higher job involvement among male teachers. Importantly, the 95% Confidence Intervals for these differences exclude zero, strongly indicating the validity and reliability of the observed distinction.

Compared with previous research, a study on gender differences in job involvement among teachers found that male teachers tended to report slightly higher job involvement scores, aligning with this study's findings²⁵. Another study exploring gender disparities in the teaching profession noted that male teachers often reported greater job involvement due to specific roles they assumed within the school environment, resonating with this study's identification of higher job involvement among male teachers in Oyo State²⁶. Investigation in a different region found that male teachers exhibited marginally higher levels of job involvement, mirroring this pattern. A longitudinal study on gender-related job attitudes among teachers consistently reported higher job involvement among male teachers, as emphasized in this study²⁷. An examination of gender differences in job satisfaction and involvement among teachers identified a slight but significant discrepancy, with male teachers reporting greater job involvement, reinforcing this gender-based distinction²⁸. Another study exploring gender differences in job involvement found that male teachers were more likely to engage in extracurricular activities, contributing to higher job involvement scores, paralleling this study's findings and highlighting potential factors²⁹. The alignment

between this study's findings and previous research indicates that gender differences in job involvement among teachers transcend specific locales or educational systems. Instead, they appear consistent across various contexts. These findings hold implications for comprehending gender dynamics within the teaching profession, emphasizing the necessity to address potential disparities in work experiences. Overall, the analysis of gender differences in job involvement among public secondary school teachers in Oyo State points to a statistically significant distinction. The null hypothesis's rejection underscores the importance of recognizing gender-related factors contributing to differences in job involvement levels. The alignment of this study's results with prior research substantiates the understanding that gender disparities in job involvement are a noteworthy phenomenon within the teaching profession, calling for further exploration and potential interventions to ensure gender equity and job satisfaction among teachers in Oyo State.

Hypothesis Four (Ho4) aimed to investigate the presence of a significant gender disparity in the locus of control among public secondary school teachers in Oyo State. The results from the t-test analysis reveal discernible patterns in locus of control scores based on gender, leading to the rejection of the null hypothesis. The findings offer a comprehensive examination of the locus of control scores concerning gender. Female teachers ($n = 1193$) demonstrate a mean locus of control score of 24.1685, accompanied by a standard deviation of 7.49604. In contrast, male teachers ($n = 994$) exhibit a mean locus of control score of 24.8913, characterized by a standard deviation of 6.69327. Comparing these outcomes with previous research, a study on gender differences in locus of control among teachers found that male teachers often reported higher internal locus of control scores. This study's results

align with this pattern, highlighting that male teachers in Oyo State also tend to exhibit slightly higher locus of control scores. Investigation in a different educational setting identified that female teachers had slightly lower internal locus of control scores, mirroring this study's findings and emphasizing the consistency of this pattern across diverse contexts³⁰. A longitudinal study on gender-related differences in locus of control among teachers consistently found that male teachers consistently displayed higher internal locus of control scores. This study's results complement these findings, reinforcing the idea of a gender-related distinction³¹. Examination of the relationship between gender and locus of control among teachers identified a subtle but statistically significant difference, favoring male teachers. This aligns with the current findings, underscoring a general trend of higher locus of control scores among male teachers. Another investigation into the impact of gender on locus of control scores found that male teachers reported higher levels of internal locus of control, further reinforcing this gender-related discrepancy³⁴.

The alignment between this study's findings and those of prior research studies underscores the consistent nature of gender differences in locus of control scores across diverse educational contexts. These findings emphasize the significance of acknowledging the potential impact of gender on teachers' perceptions of control over outcomes. Overall, the t-test results unequivocally demonstrate a statistically significant gender difference in the locus of control among public secondary school teachers in Oyo State. The null hypothesis's rejection underscores the relevance of gender-related factors in shaping teachers' perceptions of control over outcomes. The minor variance in the locus of control scores between female and male teachers is supported by robust t-values, significance levels, and the confidence

intervals presented in the analysis. This gender-related disparity in locus of control scores holds implications for understanding teachers' beliefs and motivations within the educational system. Acknowledging and addressing these differences may contribute to a more equitable and supportive teaching environment. The alignment between this study's findings and prior research underlines the generalizability of this gender-related phenomenon, prompting further exploration into its underlying mechanisms and potential implications for teaching practices.

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Chapter Five

Conclusion

This chapter focuses on the summary of findings, conclusions, recommendations (based on the findings of the study), contribution to knowledge and the areas of further research.

5.1 Summary of Findings

In summary, Ibadan North local government area recorded the highest number of respondents which was 300 at 13.7% (see table 4.1) of the total respondents of this study. On the other hand, Iwajowa local government area recorded the least number of respondents for

this study (that is 15 respondent amount to .7%). It was observed that there were more female in teaching line compared male teachers (female-1193 respondents at 54.5 %, male- 994 amounts 45.5%) (see table 4.2). On the account of age range, it was noted that there were more teachers within the age range of 41-45 that is 482 respondents which amount to 22.5% (see table 4.3). Meanwhile, the teachers withing the age range of 51 and above with 10.5% (see table 4.3) happened to be the least frequent number of respondents. In the case of academic qualification, the result of the analysis showed that there were more Bachelor's degree hold teachers in public secondary schools Oyssso State which was 1159 of respondents amount to 53% (see table 4.4) and the least frequent respondents in the study were other degrees.

However, considering the research questions of this study, it was observed from the result of the analysis that teachers in Oyo State public secondary school demonstrated a high level of job involvement with 3.31 weighted mean, status of organisational commitment of teachers was also high and at the same time with weighted mean of 2.98. At the same time, Teachers' external locus of control of public secondary school teachers in Oyo State was also high at 2.98 weighted mean. However, the combined influence of organisational commitment and teachers' external locus of control on job involvement was significant. Tere was significant relative influence of organisational commitment and teachers' external locus of control on job involvement in public secondary school teachers in Oyo State. The t-test result of this research showed that there was significance gender different in job involvement among public secondary school teachers in Oyo State. Finally, the t-test analysis revealed that there was significant gender difference in the external locus of control among teachers in public secondary school teachers in Oyo State.

5.2 Conclusion

In conclusion, this study undertook a comprehensive exploration of the interplay between organisational commitment, external locus of control, gender dynamics, and job involvement within the context of public secondary school teachers in Oyo State. The findings unveiled unique insights into the factors shaping teacher job involvement, offering a departure from conventional patterns seen in similar research endeavors.

It was therefore concluded that there is a remarkably high level of job involvement demonstrated by secondary school teachers in Oyo State. Among the dimensions of organisational commitment, affective commitment is dominant among teachers, fostering emotional attachment and loyalty among teachers. Normative commitment, driven by moral responsibility, followed closely, while continuance commitment, tied to external factors, was the least exhibited. There is a prevalence of external locus of control among teachers and this highlighted a perception that external elements exert substantial influence over their professional outcomes.

There is a combined influence of organisational commitment and external locus of control on job involvement, with emotional attachment, moral responsibility, perceived costs, and external influences collectively shaping teachers' job involvement levels.

Gender dynamics is a significant factor in teacher job involvement, with male teachers reporting slightly higher levels of job involvement and a greater perception of control over outcomes compared to their female counterparts. This disparity underscored the persistent influence of gender-related factors on teachers' job involvement.

5.3 Recommendations

Based on the findings of the study, the following recommendations were made:

1. Given the prevalence of external locus of control beliefs among teachers, it is recommended to design and implement professional development workshops that focus on empowering teachers to recognize and harness their internal capacities for professional growth. These workshops could provide strategies for teachers to take ownership of their career trajectories and feel more in control of their outcomes.
2. Recognising the significance of affective and normative commitment in fostering teacher job involvement, school administrators and policymakers should implement initiatives to further strengthen emotional attachment and moral responsibility among teachers. Activities that foster a sense of belonging, appreciation, and shared values within the school community could contribute to enhancing these dimensions of commitment.
3. The study's findings suggest that affective organisational commitment which is a product of intrinsic motivations have a more substantial influence on teachers' job involvement than extrinsic factors like normative organisational commitment such as perceived costs of leaving. To enhance job involvement, therefore, educational institutions should prioritize creating an environment that nurtures intrinsic motivation, such as providing opportunities for professional growth, autonomy in teaching methods, and recognition for achievements.
4. Considering the gender disparities in job involvement and locus of control perceptions, educational policymakers should develop gender-responsive strategies

that take into account the distinct needs and preferences of male and female teachers. This could involve mentorship programmes, leadership development initiatives, and support networks that address gender-related factors influencing job involvement.

5. The consistent level of job involvement across diverse educational settings in Oyo State highlights the importance of regional and contextual factors. Policymakers should adopt a context-sensitive approach when designing interventions to enhance teacher job involvement. Understanding the unique challenges and opportunities within different schools can help tailor strategies that resonate with teachers' needs and enhance their commitment to the profession.

5.4 Contribution to Knowledge

The present study makes a substantial contribution to the knowledge and understanding of the factors influencing job involvement among public secondary school teachers in Oyo State, Nigeria. The contributions of this study can be summarised as follows:

The study's exploration of job involvement among public secondary school teachers in Oyo State reveals a little or no deviation from conventional trends observed in related studies, which highlighted the exceptional level of job involvement consistently exhibited by teachers in Oyo State across diverse educational settings, this study underscores the uniqueness of the region's educational landscape. This regional consistency challenges assumptions about the potential variability of job involvement based on geographical and socio-economic factors, contributing to a nuanced understanding of teacher engagement.

The study recognised the role of emotional attachment, ethical responsibility, and perceived costs in influencing teachers' commitment to their roles. This study offers insights into how to create supportive and motivating environments that foster elevated levels of job involvement.

The study was able to adapt three theories by enhancing their applicability and relevance within the context of Oyo State's education system.

The study's identification of gender disparities in job involvement and locus of control scores among teachers in Oyo State contributes to the discourse on gender dynamics within the teaching profession. By revealing that male teachers tend to exhibit slightly higher job involvement and locus of control scores, this research draws attention to potential factors shaping these differences. These findings prompt further exploration into the underlying mechanisms of gender-related disparities and underscore the importance of equity considerations in teacher motivation and engagement.

The study's robust demonstration of the combined impact of organisational commitment and external locus of control on job involvement contributes to a comprehensive understanding of the intricate relationships among these factors. This finding provides a foundation for the development of tailored interventions that address teachers' emotional connection, ethical responsibility, and perceptions of control over outcomes. Educational administrators and policymakers can leverage on this insight to design strategies that enhance teacher job involvement and overall satisfaction.

By quantifying and statistically validating the influence of organisational commitment, external locus of control, and gender on job involvement, this study offers empirical evidence that can inform educational policymaking in Oyo State. The study's

findings provide policymakers with concrete data to guide decision-making processes aimed at improving teacher engagement, motivation and overall effectiveness within the education system.

In all, this study's contributions shed light on the complexities of teacher job involvement, organisational commitment, external locus of control, and gender dynamics. This research offers insights that can inform educational practices, policies, and interventions in Nigeria and beyond. The study's emphasis on the interplay between regional, contextual, and motivational factors enriches the understanding of teacher involvement and lays the groundwork for fostering a more empowered and dedicated teaching workforce.

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Appendices

Appendix I: Teachers Job Involvement Questionnaire

Dear esteemed teachers,

I solicit your support as you fill out this questionnaire which is mainly for research purposes.

You are hereby assured that information collected shall be treated with complete confidentiality.

Thank you.

Section A

Demographic Variables

Name:

Name of school:

Local Government area:

Gender: Male () Female ()

Age range: 25-30 (), 30-35 (), 36-40 (), 41-45 (), 46-50 (), 51 and above ()

Academic Qualifications: NCE (), HND/PGDE () BSc/B.Ed. (), MSc/MED (), Others ()

Section B

Kindly tick () any appropriate option out of; At All Time (4), Sometimes (3), Rarely (2) and Not At All (1).

S/N	Items	4	3	2	1
1	I go extra length to get learning material				
2	I make use of learning materials while teaching				
3	I ensure students are excited in the cause of teaching activities				
4	I give out assignment to students				
5	I ensure students participate in the class work				
6	I stay around to supervise group work when going on				
7	I care to ask after absent students				
8	I am interested in getting students out of his or her shell				
9	I may not enjoy any other profession like teaching				

10	I am proud to be a teacher				
11	I enjoy teaching				
12	Teaching is part of me				
13	I feel obliged to remain a teacher				
14	I am not sure I need leaving teaching				
15	Quitting teaching will not be a best option for me				
16	I feel like leaving teaching profession for another				
17	I do not see the need remaining a teacher				
18	It is just a matter of time i soon leave teaching				
19	Students are comfortable sharing the personal issues with me				
20	I respond to both reasonable and on reasonable questions from students				
21	Students get me pissed off with questions				
22	I don't tolerate any students' misbehave				

Section C

Kindly tick () as appropriate. Where (SA)=Strongly Agree, A= Agree, (D)=Disagree, (SD)=Strongly Disagree

S/ N	Item	SA	A	D	S/D
1	Teaching to me is considered central to my existence.				
2	My interest is centered mostly around teaching				
3	Most of my personal goal are teaching oriented				
4	I love getting engorged most of the time when teaching				
5	I usually feel detached from teaching				
6	I find it difficult to get myself detached				
7	I would love to spend the rest of my career in teaching profession				
8	I live, eat, and breathe in teaching profession				
9	I enjoy discussing my profession with people outside it				
10	I don't enjoy teaching without learning materials				
11	I enjoy relating with students as a teacher				
12	It is part of me going extra mile discharging my duties as a teacher				
13	I really care about what becomes of teaching profession				
14	I am proud to discuss my profession with people				
15	I am extremely glad that I choose this profession				
16	Teaching involve one of the most important things that happen to me				
17	I feel leaving teaching profession will be disastrous for me, even if I wish to				
18	I would not leave teaching profession now because I have a sense of obligation to the people in it				
19	I think it would not be right for me to leave teaching profession now even if it is to my advantage.				

20	I feel I have put in so much into this profession else I would consider working else where				
21	I feel getting another profession would be difficult even if I should leave teaching profession				
22	I would feel guilty if I leave teaching now				
23	I do not feel any obligation remaining with teaching profession				
24	I feel I do not have too many option considering leaving teaching profession				
25	Teachers who fail to become leaders have not taken advantage of their opportunities				
26	Teachers who cannot carry student along in the learning process does not understand his profession				
27	When I plan for my lesson, I am almost certain that my teaching will be impactful				
28	Hereditary plays a major role in determining ones personality as a teacher				
29	Good teachers make it clear to everyone what their job are				
30	Doing the right thing depending on my ability and not luck				
31	It is one's experience in teaching profession that determines what individual is like				
32	No matter how you try, some don't just like teaching				

Appendix 11

Required Sample Size[†]

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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Appendix II1

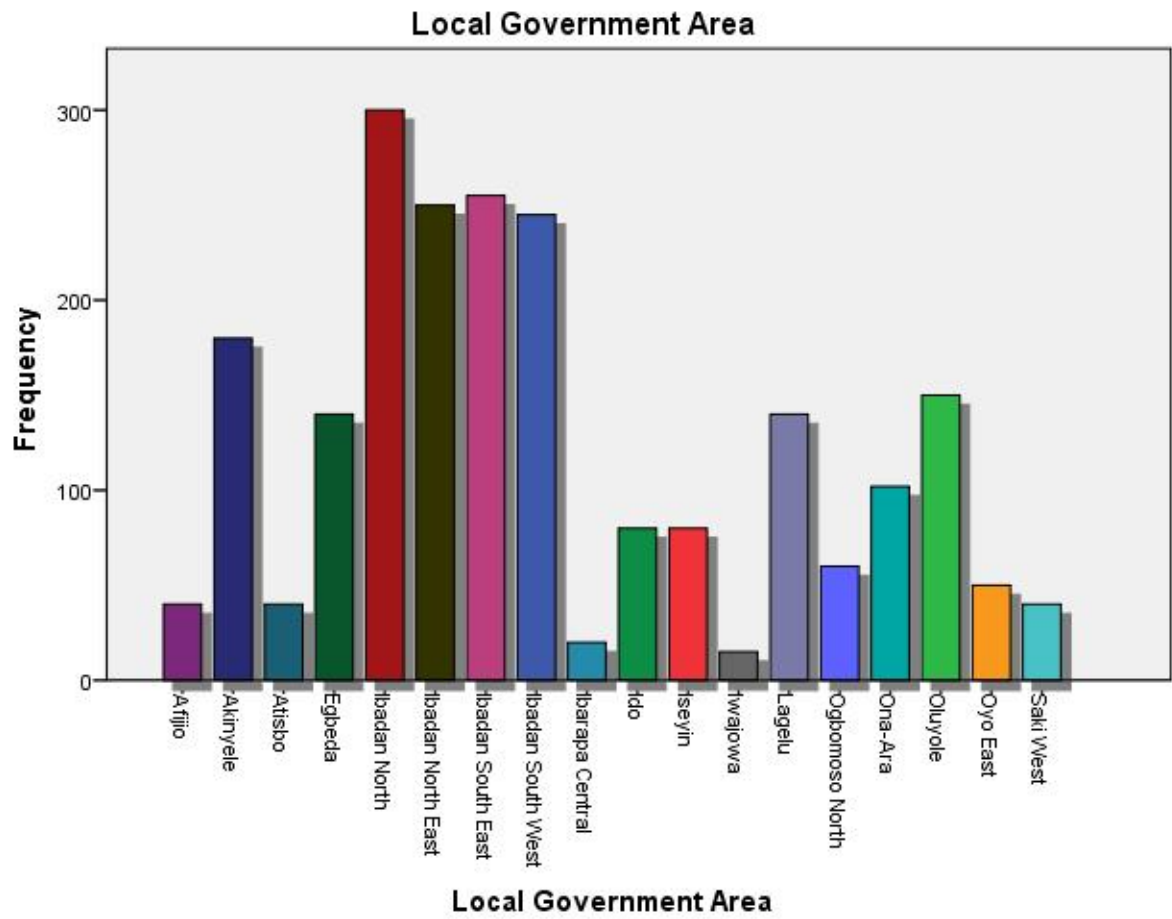


Figure 1: Bar Chart Representing Local Government Areas

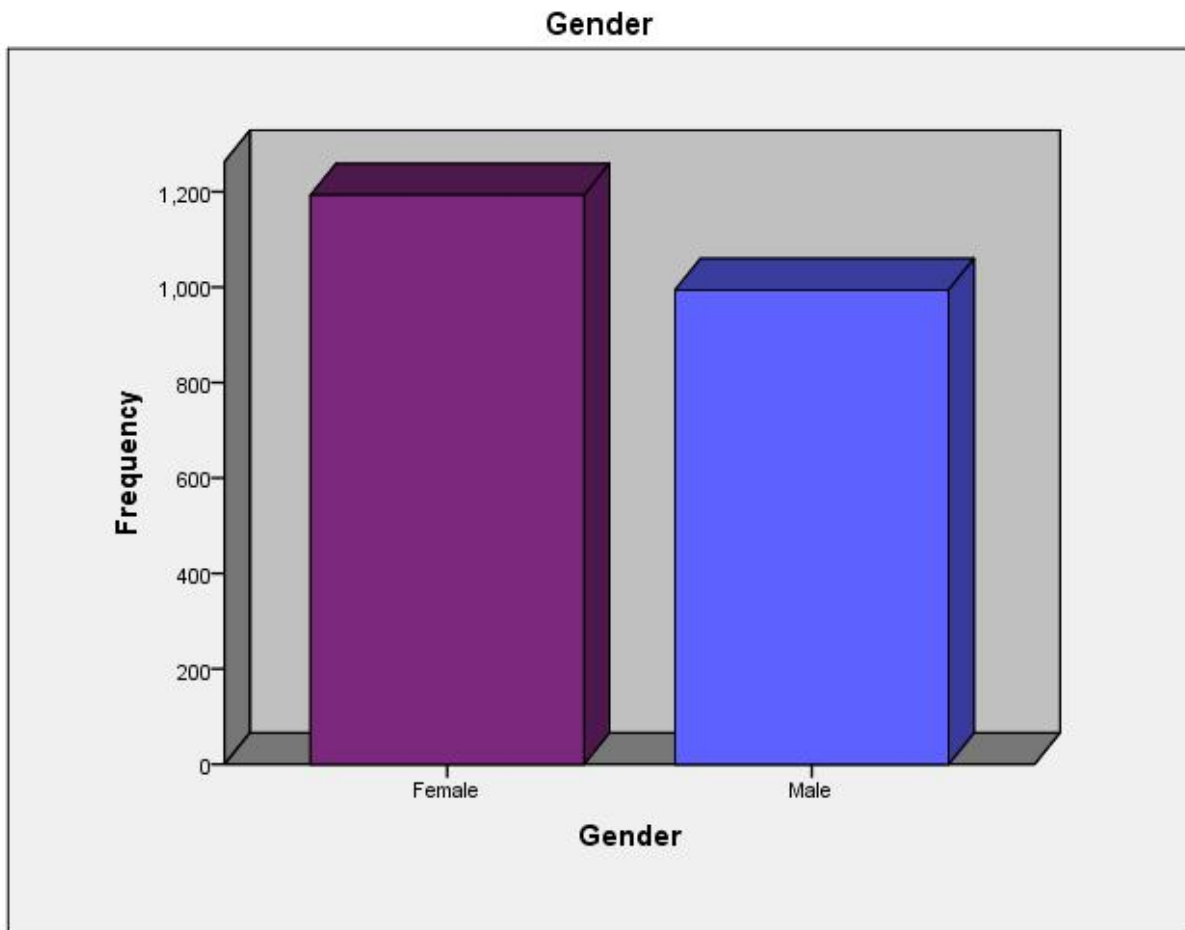


Figure 2: Bar Chart Representing Gender

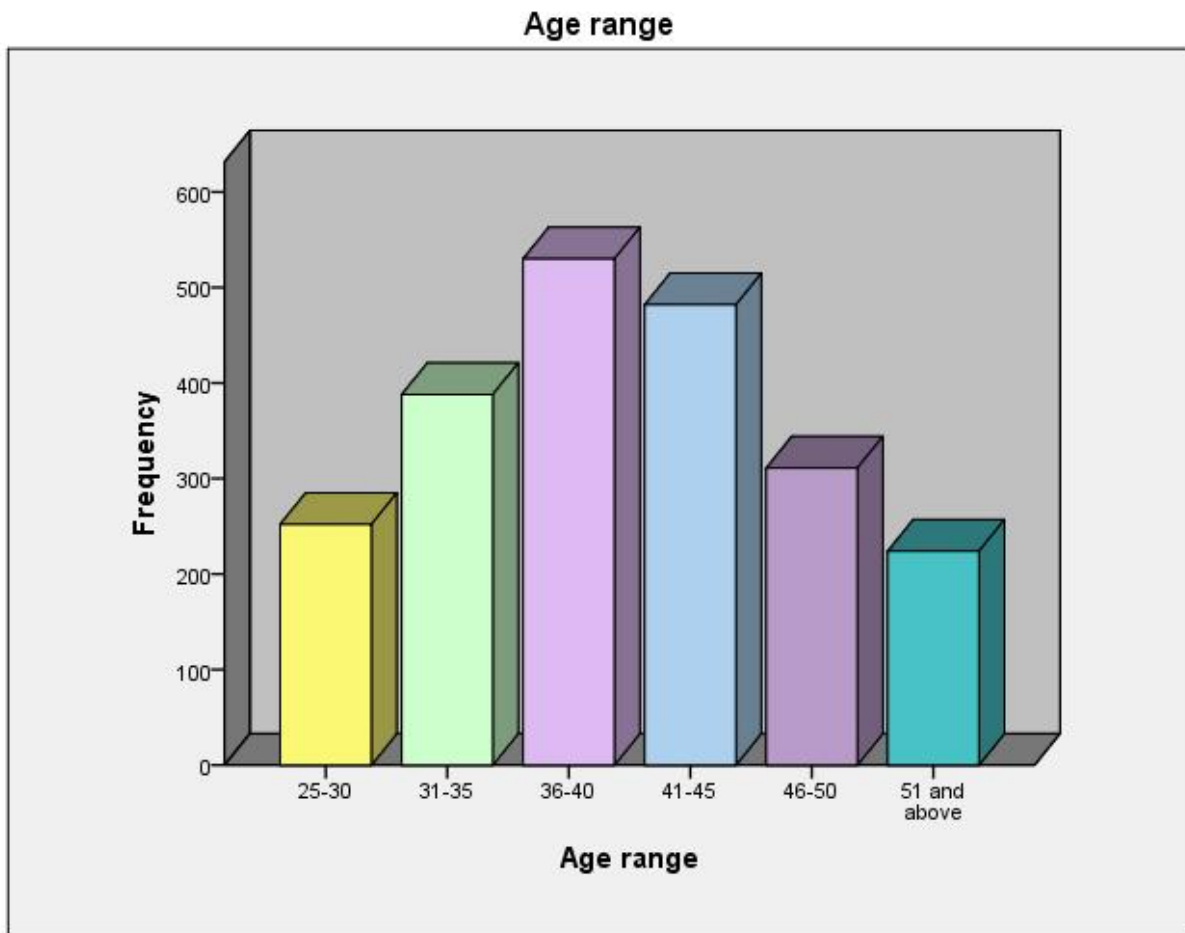


Figure 3: Bar Chart Representing Age Range

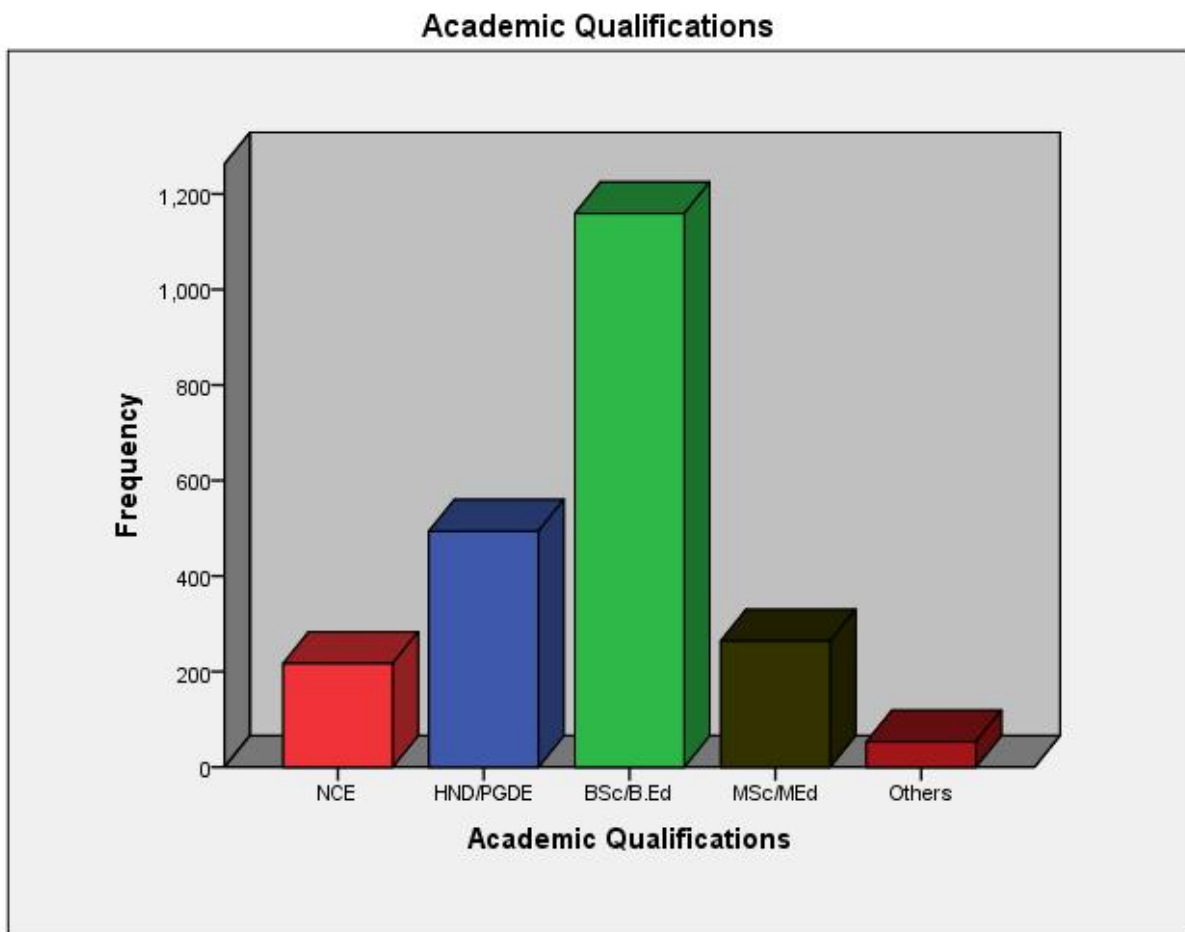


Figure 4: Bar Chart Representing Academic Qualifications

Bio-data

A. Personal Data

Name:	Folasade Olufemi IPEAYEDA
Address:	Road 14, Plot & Aho Agbeja, Ajibobe, Ibadan
Date of Birth:	08th February, 1971
State of Origin:	Oyo State
Local Government of Origin:	Ogbomosho North
Nationality:	Nigerian
Gender:	Female
Next of Kin:	Dr A. R. Ipeayeda
Address of Next of Kin:	Road 14, Plot & Aho Agbeja, Ajibobe, Ibadan

B. Institution Attended:

Lead City University	2019 – 2023
University of Ibadan	2016 – 2018
University of Ibadan	2010 – 2015
University of Ibadan	2003 – 2004
University of Ibadan	1994 – 2000

C. Academic Qualification, Grade and Date:

PhD Educational Management	2018 – 2023
M.Ed., Teacher Education/Language, M.Phil.	2018
B.Ed., Teacher Education/Early Childhood/Language, Second Class	2015
Lower	
PGDE, Teacher Education	2004
Final Diploma in science Laboratory Technology, Lower Class	2000

D. Work Experience:

Science Laboratory Technician, Department of Zoology, University of Ibadan, Ibadan	2013 till date
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Classroom Teacher at Abadina College Junior School 1, University of Ibadan	2007-2012
Classroom Teacher, Oluyoro Girls High School Oke-Offa Ibadan	2005-2007
General Supervisor and Laboratory Attendant, Apple Health Pharmacy, Alagbado, Lagos State	2001-2005
Tutor, at Igbooku Girl's High School, Aguata, Anambra State	2000-2001
Industrial Attachment Training at Museum Laboratory, Department of Zoology, University of Ibadan.	1999

E. Award and Fellowships (if any): Nil

F. Membership of Academic/Professional Bodies:

- (i) Member, Nigeria Institute of Science and Technology (NIST)
- (ii) Member, Nigeria Union of Teachers (NUT)

G. Publication:

Folasade Olufemi Ipeyeda, Organisational Commitment among Secondary School Teacher: Caryl Rusbult's Theory Review, Nigerian Association for Educational Administration and Planning (NAEAP), 2023, 260-269.

H. Major Conferences Attended with Date:

- (i) Nigeria Association for Educational Administration and Planning (NAEAP), Lagos State University (LASU) Branch, Lagos State Chapter in Collaboration with University of Sierra Leone, Sierra Leone, 22nd – 26th May, 2023, Fourah Bay College Multi-purpose Hall, University of Sierra Leone. 2023
- (ii) Association of Science Laboratory Technologist of Nigeria (ASLTON), University of Ibadan Branch, Biennia Conference/Workshop. 2019
- (iii) Association of Science Laboratory Technologist of Nigeria (ASLTON), University of Ibadan Branch, Biennia Conference/Workshop, October 2019. 2021
- (iv) Association of Science Laboratory Technologist of Nigeria (ASLTON), University of Ibadan Branch, Biennia 2022

- Conference/Workshop, Nov. 2021.
- (v) Association of Science Laboratory Technologist of Nigeria (ASLTON), University of Ibadan Branch, Biennia Conference/Workshop, Dec. 2023.
- (vi) Lead City University Ibadan, Postgraduate College Multidisciplinary International Academic Conference, October 16th – 19th, 2023.

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Signature

Date

The University Compliance Certification

This is to certify that this Thesis by Folasade Olufemi Ipeyeda in the department of Art and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University Format and Style.

Signature

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Date

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