

Chapter One

Introduction

1.1 Background to the Study

The importance, place and desired level of job commitment of teachers in the overall health and success of schools are non-negotiable. Job commitment is defined as a worker's degree of energy for duties designated to that person at work¹. It is also an individual's feeling of obligation to the objectives, mission, and vision of the organization with which the individual in question is involved. It is a strong belief in and acceptance of the foundation's goals and attributes; a desire to put out significant effort for the organization; and a strong desire to continue participating in the organization. Employee job commitment seems to be highly valued in the workplace around the world as it appears commitment has been shown in studies to have a significant impact on an organization's success.

A committed employee has a stronger desire to be a part of an organization and is more likely to engage in corporate citizenship behavior, such as going above and beyond their job responsibilities. To satisfy the organization for which he or she works, and since human resources are stated to be an organization's most valuable asset, then committed human resources should be considered a competitive advantage¹. As a result, issues related to identifying job commitment and how organizations should channel their endeavors, strategies, and assets toward expanding it among workers to help the organization have consistently been a topic of discussion in scholarly cycles or gatherings.

In the educational system, it may be impossible to achieve stated objectives and goals without dedicated teachers who are the essential facilitators of teaching in the educational system. Education, as a day-to-day existence-building activity, necessitates individuals who will explain principles in order to assist the school and pupils in achieving their objectives. Teachers' various roles as facilitators, role models, tutors cannot be fulfilled without a great deal of enthusiasm, love, responsibility, and dedication to students, schools, and teaching as a profession. Committed teachers appear to find it easy to be interested in whatever is going on in their classrooms, and they are more likely to get completely involved without the need for strict supervision. To put it another way, a dedicated teacher is more likely to produce more and better work than what is specified in job specifications. High job commitment, organizational citizenship, punctuality, dedication to school work, creating extra time for students after school hours, adopting diverse teaching methods in the classroom, and improvising instructional mats are all positive behaviors that a committed teacher may exhibit at school¹.

To this end, it can be said that cultivating and maintaining job commitment among teachers is critical, as highly committed teachers are more likely to stay on the job longer, perform better than their non-committed colleagues, and are eager to contribute positively to the school's success. Such teachers may also be willing to go the extra mile for the students and the school in order for the school to succeed².

Assessment of the Nigerian educational system in general, and secondary schools in particular, suggested that teachers' levels of job commitment appear to have declined over time. While conducting research for this study, for example, the researchers

discovered that only a small number of teachers in Nigerian secondary schools attempted to improvise instructional materials when necessary². Similarly, a limited number of secondary school teachers in Nigeria employ a variety of teaching styles to accommodate individual student differences, which may result in students learning at different speeds in the same class. In a similar vein, it was suggested in a study that a lack of job commitment among secondary was to blame³. Given the importance of teachers' job commitment to a school's success, this study will look into the influence of principals' leadership styles and motivational factors on secondary school teachers' job commitment in the Ibadan Metropolis, Oyo State.

Leadership is the process of persuading people to achieve a common aim, goal, or mission, as well as directing the organization in a way that makes it more cohesive and coherent. Every leader, on the other hand, has a unique approach to subordinates⁴. Leadership styles are the behavioral approaches of leaders to their employees that differ from one another⁵. Leadership style represents a combination of different characteristics, traits and behaviors employed by a leader to provide direction, motivate people and implement plans⁶. A number of theories have emerged over time which focused on the traits, styles and the situational approach to leadership. Several categories of leadership styles propounded by management theorists include democratic, autocratic, laissez-faire, transformational, transactional, and so on⁶. The effectiveness of a particular leadership style is dependent on several factors which include work situations, organizational requirements, organizational goals, individual employees and so on. This study shall consider the following styles

of leadership: Democratic, Autocratic, Laissez-Faire, Strategic, Transformational, Transactional and Bureaucratic Leadership styles.

Democratic leadership is exactly what it sounds like, in this style, the leader makes decisions based on the input of each team member. Although he or she makes the final call, each employee has an equal say on a project's direction. Democratic leadership is one of the most effective leadership styles because it allows lower-level employees to exercise authority they'll need to use wisely in future positions they might hold. It also resembles how decisions can be made in company board meetings. For example, in a company board meeting, a democratic leader might give the team a few decision-related options. They could then open a discussion about each option. After a discussion, this leader might take the board's thoughts and feedback into consideration, or they might open this decision up to a vote⁷.

Autocratic leadership is the inverse of democratic leadership. In this leadership style, the leader makes decisions without taking input from anyone who reports to them. Employees are neither considered nor consulted prior to a direction, and are expected to adhere to the decision at a time and pace stipulated by the leader⁸. An example of this could be when a manager changes the hours of work shifts for multiple employees without consulting anyone especially the effected employees. This leadership style stinks. Most organizations today can't sustain such a hegemonic culture without losing employees. It is best to keep leadership more open to the intellect and perspective of the rest of the team.

Laissez-faire leadership is the least intrusive form of leadership. The French term "laissez faire" literally translates to "let them do," and leaders who embrace it afford nearly all authority to their employees. In a young startup, for example, you might see a laissez-faire company founder who makes no major office policies around work hours or deadlines. They might put full trust into their employees while they focus on the overall workings of running the company. Although laissez-faire leadership can empower employees by trusting them to work however they'd like, it can limit their development and overlook critical company growth opportunities. Therefore, it's important that this leadership style is kept in check⁹.

Strategic leaders sit at the intersection between a company's main operations and its growth opportunities. He or she accepts the burden of executive interests while ensuring that current working conditions remain stable for everyone else. This is a desirable leadership style in many organizations because strategic thinking supports multiple types of employees at once. However, leaders who operate this way can set a dangerous precedent with respect to how many people they can support at once, and what the best direction for the company really is if everyone is getting their way at all times¹⁰.

Organizational leaders have been accused of using top-down, command-and-control leadership styles to lead their subordinates, which frequently results in unfavorable reactions from their subordinates (workers) and impedes cordiality between the two sides. The consequences of these leadership styles may include demonization of employees and degradation of employee commitment, among other things. This is frequently evident when such personnel have no imminent possibility to leave the

organization for whatever reason, and they become emotionally alienated from it. The necessity of leadership (specifically the leader's style) and employee commitment to achieving job or organizational goals becomes clear and vital as a result of the preceding. Leadership has long been regarded as a vital component and function of management, since it is likely to aid in the management of employee commitment and the achievement of organizational objectives.

A study defines motivation as a pleasurable or positive response resulting from the appraisal of one's job or experience. It refers to the favorable feelings with which employees perceive their work¹¹. According to a related study, motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. In management, motivation is an activity that managers do to their employees in an attempt to boost their productivity in the organization¹². It is the process of activating the willingness potentials of the employees. According to a report, motivation can be defined as some kind of internal or external drive which pushes someone to do things in order to achieve something¹³.

In education, teachers' motivation is a way of empowering teachers in the job and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive for job commitment. of the various needs of the employees, so that they may become committed , dedicated and effective in performing their task¹⁴. The study indicates that teachers can be motivated through such methods as pay, promotions, praise and provision of a favorable working conditions and recognition among others.

Ultimately, it enhances quality assurance, quality education and quality instructional delivery in the educational system hence the achievement of educational objectives¹⁵.

Motivation can be described as a force that navigates the behavior of humans towards the achievement of set goals or and objectives. It is simply what encourages or drives employees to do what the employee does or what makes the employee like or love what they do. It is an inner force or urges that drives, directs or influences an individual to attain organizational goals¹⁶. Usually, one or more of the following words may be said to be incorporated in its definition; desires, wants, drives, motivates and incentives. It is also believed that motivates that motivation is what makes employees to undertake certain activities, persist in such activities and bring such activities to a conclusive end¹⁷. In other words, motivation ascertains how a job is done and the extent to which it is done. In the same vein, motivation is the process of influencing or stimulating an employee to take action that will accomplish desired goals¹⁸.

The teacher is the one that would translate educational objectives specified in the National Policy on Education, into knowledge and skill and transfer them to students in the classroom. Also, the government may establish new schools, effect changes in the structure of the curriculum, recommend and prescribe teaching methods, but in the end, the teacher will be responsible for applying them to attain the goal of teaching and learning. Hence, a study pointed out that, the major responsibility of working with the school children rest with the teacher¹⁹. Obviously, despite the leading roles teachers play in the classroom towards attaining educational objectives, their motivation has remained a very serious problem in Nigeria²⁰. A related study

opines that teachers' motivation has been very low, that the situation of teachers in the school system was so bad that it had reached "an intolerable low point". As a result, the societal image of a teacher has made the "noble" profession unattractive as being inadequate for meeting economic, social and psychological needs. Under this condition, teachers' welfare needs are hardly considered by different stakeholders in Nigerian educational system. But, rather every parent want his children to acquire knowledge and skills, good morals and value without giving serious thought to how these would be transmitted without the teachers and more importantly, how teachers would perform without being motivated²¹. The seriousness of the problem of lack of motivation for Nigerian teachers was supported by the result of a study where it was found out that teachers were unhappy, frustrated, uninspired and unmotivated. He then concluded that the nation's educational system was doomed²².

Motivations of teachers remain paramount in the school management process. Over the years, a number of researchers carried out studies which reveal how motivation can lead to maximum teaching performance in the school system²³. A study carried out a study on "motivating teachers for excellence" concluded that teachers were primarily motivated within the school system by intrinsic rewards such as self respect, responsibility, and sense of accomplishment, praise and commendations. Therefore, school administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education and systematic supportive evaluation²⁴. It was concluded in a study that motivation as a school management practice enables the administrator to inspire the employees to achieve their maximum

potential productivity, by making it possible for them to achieve, and by assisting them to grow and be recognised²⁵.

A study conducted on “what motivate teachers” reveal that high internal motivation by school administrators, have shown that teachers were motivated more by intrinsic than extrinsic rewards. Their result revealed that teachers perceived their need and measured their job commitment by factors such as participation in decision-making, use of valued skills, freedom and independence, challenge of expression of creativity and opportunity for learning, which directly motivate them for greater performance²⁶. In a related study, it was found that the use of interpersonal relationships by principals had a significant relationship with performance²⁷. A study on “Effects of Principals’ leadership behavior on teachers’ level of commitment, conformity, cooperation and participation in school organization in Nigeria” and the result showed positive correlation between teachers’ level of perception of their principals’ leadership styles and their commitment to work. A study conducted a study on “Making Sense of Administrative Leadership”, and concluded that administrators who consider their role symbolic in perspective will be less concerned about displaying bold leadership in democratic administrative atmosphere. Therefore, democratic leadership of school principals would result in high teaching performance among teachers²⁷.

Other studies in support of positive relationship between leadership style of school principals and motivation of teachers for high teaching performance²⁸. They concluded that approximately one in three principals had leadership behaviors that create problems for them and their subordinates. That is, principals’ behavior that

lack human consideration for motivation must certainly clash with teachers' interest and this slows down productivity²⁹. In addition, most of the mistakes school administrators make fall into the category of poor human relations and autocratic leadership-styles. The result of the studies ranked poor human relation as leadership tendencies which demand teachers' effectiveness in school work. A study opines that unsuccessfulness in principal-ship is traceable to failure to motivate staff and students for goal attainment³⁰.

The administrative process of any organization centre on leadership approaches put forward by the administrator to motivate employees for maximum performance. Otherwise low productivity would result as seen in a study where it was investigated that three types of flawed leadership and found that some principals still exhibit flawed behaviors despite high interpersonal relationships in schools which result in negative work performance of teachers³¹. The study pointed out, that transformational leadership will be seen as only one part of a balanced approach to creating high performance in school for both teachers and students. It was observed that in spite of the roles teachers play in the education system, teachers were neglected in terms of support and welfare. Teachers were isolated from all other workforce in terms of recognition, respect or recommendation for political post and welfare packages. So, when teachers are not treated fairly, they may not motivate the students to learn in order to improve quality of our secondary students' performance³².

Several other studies have considered motivational factors such as pay, fringe benefits, collegial support, and administrative support as they influences job

commitment of employee, this study shall consider promotion and remuneration. It is commonly assumed that employees' salary and job are positively associated with each other. A study argued that there is "no more powerful motivator or incentive than money in respects to its instrumental value"³³. A study revealed that salary is a type of periodic payment receives an employee from his/her employer that is particular in an employment agreement³⁴. In a study carried out to explored the effect of teachers' pay on their job commitment . They investigated an inverse association between the salary of teachers and their job commitment level³⁵. Similarly, a related study explored that pay is a significant forecaster of job commitment. Moreover, they explored a positive correlation between the salary of teachers and job commitment ³⁶.

A study found that "salary and promotional opportunities have significant effect on teachers' job commitment". Pay, advancement in their carrier, social status, utilization of abilities, good working conditions in the workplace, and relationships with co-workers are the key dimensions and significant predictors of job commitment ³⁷. Salary and opportunities for promotion are the key indicators and predictors of job commitment of teachers. Similarly, a study determined a direct relationship between the pay of teachers and their job commitment level³⁸. The study revealed that promotion refers to "the reassignment of an employee to a higher-rank of job". Teachers' promotion towards higher ranks is another significant dimension and indicator in exploring their job commitment level. Consequently, promotion assists in increasing and boosting up the teachers' morale; and motivates and

encourages them to increase productivity, efficiency, and effectiveness of their work; and also helps in enhancing commitment level in relation to their job³⁹.

A study found a positive relationship between teachers' promotion and their job commitment. Promotional opportunities play an important role and have an effect on teachers' job commitment level and these opportunities help them in enhancing their personal and professional growth, job responsibility, and social status. On the other side, limited opportunities regarding teachers' promotion inversely influence on their personality, motivation, self-esteem, morale, the productivity of the organization, quality of education, and finally on educational outputs⁴⁰.

It was argued that "promotion is beneficial to teachers because it has to do with the increase in salaries, taking up more responsibilities and boosting their social status". On the other, due to lack of promotional opportunities teachers perceive discommitment towards their job⁴¹. When such a situation happens, they become frustrated, demoralized, and discommitted with their work⁴¹. This state of mind leads them to a partial commitment to their work, resignation, or early retirement⁴¹. This study, therefore, investigated to investigate the influence of leadership styles and motivational factors on the job commitment of public secondary school teachers in Ibadan metropolis, Oyo State.

1.2 Statement of the Problem

Job commitment among public secondary school teachers in Oyo state appears to be fluctuating, as evidenced by rampant absenteeism, late arrival, failure to assess students' work on time, and poor performance, among other issues observed by the

researcher while preparing for this study. This issue has always piqued public interest because secondary schools in Oyo state appear to be in jeopardy as a result of this issue. Steps must be taken to ensure that teachers are committed to their jobs to avoid or overcome this. Despite the fact that there are literature-identified causes for the aforementioned problem, such as leadership styles and motivation factors, to the best knowledge of the researcher, Researchers may have paid little or no attention to the influence of leadership styles (democratic, autocratic, laissez faire, and strategic) and motivational factors (promotion and remuneration) on secondary school teachers' job commitment in Oyo State, Nigeria. As a result, the purpose of this study is to look into the influence of leadership styles and motivational factors on secondary school teachers' job commitment in Oyo State, Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate the influence of leadership styles (democratic, autocratic, laissez faire and strategic) and motivational factors (promotion and remuneration) on secondary school teacher's job commitment in Ibadan metropolis, Oyo State. Objectives of the study are: to:

1. determine level of job commitment of secondary school teachers in Ibadan metropolis, Oyo State, Nigeria
2. ascertain level of motivational factors (promotion and remuneration) in secondary schools in Ibadan metropolis, Oyo State, Nigeria
3. ascertain mostly used leadership style in public secondary schools in Ibadan metropolis, Oyo State, Nigeria

4. examine combined influence of leadership styles (democratic, autocratic, laisses faire and strategic) and motivational factors (promotion and remuneration) on secondary school teacher's job commitment in Ibadan metropolis, Oyo State, Nigeria
5. examine relative influence of leadership styles (democratic, autocratic, laisses faire and strategic) and motivational factors (promotion and remuneration) on secondary school teacher's job commitment in Ibadan metropolis, Oyo State.

1.4 Research Questions

1. What is the level of job commitment of secondary school teachers in Ibadan Metropolis, Oyo State?
2. What is the perceived level of motivational factors (promotion and remuneration) of teachers' in public secondary schools in Ibadan Metropolis, Oyo State?
3. What is the mostly used leadership style in public secondary schools in Ibadan Metropolis, Oyo State?

1.5 Hypotheses

H₀₁: There will be no significant combined influence of leadership styles (democratic, autocratic, laisses faire and strategic) and motivational factors (promotion and remuneration) on secondary school teacher's job commitment in Ibadan Metropolis, Oyo State.

H₀₂: There will be no significant relative influence of leadership styles (democratic, autocratic, laisses faire and strategic) and motivational factors (promotion and

remuneration) on secondary school teacher's job commitment in Ibadan Metropolis, Oyo State.

1.6 Significance of the Study

The study will be critical for all education stakeholders. For example, if the study's findings are taken into account, it will provide policymakers with detailed information on the level of job commitment and motivation of secondary school teachers, which will serve as a guide for policymakers in formulating policies that will help enhance and sustain high levels of job commitment among secondary school teachers in Ibadan metropolis.

The study will provide adequate information to school administrators about the factors responsible for the observed low job commitment in Ibadan metropolis. This will assist school administrators in channeling available resources toward reducing teacher turnover intentions while maintaining staying intentions. Similarly, the study will provide school administrators with important information about teachers' perceptions of their workload. This will assist them in dealing with any issues that may arise as a result of teacher job commitment.

Teachers in general will benefit from the findings of this study because it will provide them with an avenue to address and voice their concerns about issues that affect their level of job commitment. Students will benefit from the findings of this study as well, because dedicated teachers will be willing to invest the necessary effort in educating students.

The study will also serve as a reference point or source of information for future research or researchers who may be willing to address other variables that can influence teacher job commitment that are not addressed in this study. If the study's findings are implemented, society as a whole will benefit greatly because it will provide information on how teachers' high levels of job commitment can be achieved and maintained, which is a positive implication for societal development. Overall, the study will be very useful to future researchers because it will add to the existing literature.

1.7 Scope of the Study

The study was limited to public secondary schools in Ibadan metropolis while contextual scope of this study would be limited to job commitment of private and public secondary school teachers and how it is influenced by leadership styles and motivational factors.

1.8 Limitation of the Study

During the course of this investigation, there were significant constraints. First, the Corona Virus pandemic caused a significant delay in the administration of the instruments since rigorous safeguards were implemented before the administration of questionnaires. As a result, some teachers were hesitant to fill the instruments, while others did not fill them at all. Similarly, teachers in public secondary schools had to be persuaded before they could fill the instrument because the majority of them were unwilling to do so voluntarily. Despite these limitations, the study's findings are considered valid.

1.9 Operational Definition of Terms

The following terms are defined as they are used in the study.

Teacher Job Commitment: A secondary school teacher's job commitment is the level of devotion he or she has for the tasks assigned to him or her at school. Teachers' commitment to teaching and learning, as well as teachers' commitment to the school, are the factors of job commitment of secondary school teachers considered in this study.

Motivation Factors: The frequency of promotion and level of remuneration enjoyed by secondary school teachers in Ibadan metropolis, Oyo State

Promotion: This is the level or which teachers move from one grade to another in their present work place.

Remuneration: This refers to consistencies of teachers' salaries payment in secondary schools in Ibadan metropolis.

Leadership Styles: This denotes the style with which principals lead in secondary schools in Ibadan metropolis. The ones considered in this study are: (democratic, autocratic, laisses faire and strategic)

Democratic Leadership: In this style, the principal makes decisions based on the input of each member of staff in the school.

Autocratic Leadership: In this style, the principal makes decisions without taking input from any member of staff.

Laissez-faire Leadership: This implies a type of leadership style where the principal afford nearly all authority to member of staff.

Strategic Leadership: Strategic leaders sit at the intersection between school's main operations and its growth opportunities. The principal accepts the burden of executive interests while ensuring that current working conditions remain stable for everyone else.

Ibadan Metropolis: Ibadan Metropolis consists of five urban local governments, six semi-urban and less cities. These are Ibadan: North, East, North-East, North-West, South-East, and Southwest. It also include, Oluyole, Egbeda, Ona-Ara, Lagelu, Akinyele and Ido. All in Ibadan town.

Endnotes

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Chapter Two

Literature Review

This chapter contains review of related literatures. It shall be discussed under the following subheadings:

2.1 Conceptual Review

2.1.1 Concept of Leadership Styles

2.1.1.1 Transformational Leadership Style

2.1.1.2 Transactional Leadership Style

2.1.1.3 Bureaucratic Leadership Style

2.1.1.4 Autocratic Leadership Style

2.1.1.5 Democratic leadership Style

2.1.1.6 Strategic Leadership style

2.1.1.7 Charismatic leadership Style

2.1.2 Concept of Motivation

2.1.3 Motivational Factors

2.1.3.1 Promotion

2.1.3.2 Remuneration

2.1.4 Commitment

2.1.5 Job Commitment

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

2.3 Review of Empirical Studies

2.3.1 Leadership Styles and Teacher Job Commitment

2.3.2 Promotion and Job Commitment

2.3.3 Rewards and Job Commitment

2.3.4 Leadership Styles and Job Commitment

2.3.5 Teacher's Characteristics and Job Commitment

2.3.5.1 Age and Job Commitment

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2.1 Conceptual Review

2.1.1 Concept of Leadership Styles

Leadership is the process of exerting influence on the subordinate, in which the subordinate is inspired to achieve the target, the group maintains cooperation, and the established mission is accomplished, with support from external groups' obtained¹. Leadership means the use of a leading strategy to offer inspiring motives and to enhance the staff's potential for growth and development². It is also a process whereby an individual influences a group of people to achieve a common goal³. Leadership is the act or process of influencing people so they will voluntarily share in achieving Organizational goals⁴. Leadership is a dynamic process whereby one man influences other to contribute voluntarily to the realization and attainment of the goals and objectives, aspiration of values of the group that is representing the essence of leadership which is to help a group or an Organization to attain sustainable development and growth⁵.

In view of the foregoing definitions, some of the cardinal aspects of leadership⁶ are:

1. being able to influence and persuade others to work towards defined objectives happily, the human factor that motivates and keeps a group united towards goals.
2. having an interpersonal influence that is directed through the communication process, toward goal attainment;
3. by initiating a novel structure or procedure for the accomplishment or changing Organization's goals;

4. ability to have impact on the behavior, goals, actions and beliefs of those to influence.

The deduction from the foregoing elements is that leadership does not exist on its own, but needs the concerted effort of others in order to thrive and achieve great feat in all endeavors. A leader should be able to show a sense of worth to the followers and demonstrate capacity in that regards. Leadership as a process depicts that it is a continuum and a continuous activity that gives room for no vacuum. In essence, the goal of the organization is the key drive for being on the job and until that is achieved; the process of leadership cannot be disconnected. Leadership involves being able to be followed, that is, a leader must first of all lead while others follow. As a leader, the need to show doggedness, brevity and a sense of purpose is fundamental. Therefore, a leader must have the ability to influence the decisions of others, lead effectively towards a goal and not compromised on the task ahead.

Leadership styles depict the pattern of leaders' behavior that is typical of a given leader or various patterns of behavior favored by leader during the process of directing and influencing workers. Leadership styles are defined as the pattern of behaviors that leaders display during their work with and through others⁷. It is a pattern of interactions between leaders and subordinates⁷. Leadership style is viewed as the combination of traits, characteristics, skills and behaviors that leaders use when interacting with their subordinates⁸. It is a kind of relationship whereby someone uses his ways and methods to make many people work together for a common task⁸.

Leadership styles demonstrate the rate at which organizational leading, direction, action implementation and employee motivations are done by the superiors. It shows the nature of leader that an organization has in terms of being able to harmonize both the human and material resources in the organization effectively. This has to do with the aggregate pattern of explicit and implicit actions performed by their leader⁷.

Leadership is one with the most dynamic effects during individual and organizational/workers' interaction. In other words, ability of management to execute "collaborated effort" depends on leadership capability. Relationship between leadership style and organizational/worker's performance has been discussed often. Most research showed that leadership style has a significant relation with organizational/worker's performance, and different leadership styles may have a positive correlation or negative correlation with the organizational/worker's performance, depending on the variables used by researchers⁸.

Executives tend to use their leadership style to demonstrate concern, care and respect for employees, it would increase interest of employees in their work and enable them to put up better performance, thereby affecting their job commitment positively. There is a positive relation between leadership style and organizational/worker's performance⁹.

Different reasons are responsible for the significant relationship existing between leadership style and organizational performance. First, the current intensive and dynamic markets feature innovation-based competition, price/performance rivalry, decreasing returns, and the creative destruction of existing competencies¹⁰. It has

been proven that effective leadership behaviours can facilitate the improvement of performance when organizations face these new challenges¹⁰.

Essentially, organizational performance refers to ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results, and survival at pre-determined time using relevant strategy for action¹¹.

Organizational performance can also be used to view how an enterprise is doing in terms of level of profit, market share and product quality in relation to other enterprises in the same industry. Consequently, it is a reflection of productivity of members of an enterprise measured in terms of revenue, profit, growth, development and expansion of the organization.

Understanding the effects of leadership on performance is also important because leadership is viewed by some researchers as one of the key driving forces for improving a firm's performance. Effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance improvement¹¹. Transactional leadership has been shown to help organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring that employees have the resources needed to get the job done¹¹. Visionary leaders create a strategic vision of some future state, communicate that vision through framing and use of metaphor, model the vision by acting consistently, and build commitment towards the vision¹¹. Visionary leadership will result in high levels of cohesion, commitment, trust, motivation, and hence performance in the new organizational environments⁴³.

Organizations sometimes seek efficient ways to enable them outperform others by being strategic in focusing on the effects of leadership¹¹. Team leaders are believed to play a major role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. This leader-centered perspective has provided valuable insights into the relationship between leadership and team performance¹¹.

2.1.1.1 Transformational Leadership Style

The difference that exists between transformational and transactional leadership is on how each of the leader motivates subordinates. The behavior of a transformational leader is found in the personal beliefs and values that the leader carries which ultimately propels the subordinates to do beyond what their leader expects⁷. Transformational leadership is seen as a process in which “one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality”¹². In transformational leadership, there is the feeling of loyalty, respect, admiration and trust towards the leader and this ultimately would spur the followers to perform tasks above the expectation of the superior. The follower is made to have a sense of importance with regards to the outcome of tasks which would make them to subject their personal needs to the super-ordinate goals of the organization. Therefore, a university worker would perform better if given the opportunity to enjoy maximum freedom and encouragement in contributing to the task of the organization, without being coerced. This is because a transformational leader would always motivate his/her subordinates to engage in critical thinking and devise new ways of carrying out a task¹². This

ultimately results in increase in task performance, commitment and commitment with the organizational goals¹².

There are four behaviors or components of transformational leadership which include charisma, inspirational motivation, intellectual stimulation, and individual consideration¹⁰. Charisma, or idealized influence or attributes, is characterized by vision and a sense of mission, instilling pride in and among the group, and gaining respect and trust¹¹. Charismatic behavior also induces followers to go beyond self-interest for the good of the group, providing reassurance that obstacles were overcome, and promoting confidence in the achievement and execution of influence and followers place an inordinate amount of confidence and trust in charismatic leaders^{12,13}.

Inspirational motivation is usually a companion of charisma and is concerned with a leader setting higher standards, thus becoming a sign of reference. Followers look up to their inspirational leader as one providing emotional appeal to increase awareness and understanding of mutually desirable goals¹⁴. This is characterized by the communication of high expectations, using symbols to focus efforts, and expressing important purpose in simple ways. The leader always behaves and talks optimistically about the future, showcasing a compelling vision for the future and providing an exciting image of organizational change¹⁵. The motivation occurs by providing meaning and challenge to the followers' work; individual and team spirit are aroused and enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, for the organization and themselves¹⁶.

2.1.1.2 Transactional Leadership Style

Transactional leadership involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to task objective. The leader focuses on having internal actors perform the tasks required for the organization to reach its desired goals¹⁷. The objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals¹⁷.

Transactional leaders display both constructive and corrective behaviors. Constructive behavior entails contingent reward, and corrective dimension imbibes management by exception. Contingent reward involves the clarification of the work required to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance¹⁷. Active management by exception refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur.

2.1.1.3 Bureaucratic Leadership Style

Bureaucratic leaders create, and rely on, policy to meet organizational goals. Policies drive execution, strategy, objectives and outcomes. Bureaucratic leaders are most comfortable relying on a stated policy in order to convince followers to get on board. In doing so they send a very direct message that policy dictates direction. Bureaucratic leaders are usually strongly committed to procedures and processes instead of people, and as a result they may appear aloof and highly change adverse. The specific problem or problems associated with using policies to lead are not always obvious until the damage is done. The danger here is that leadership's greatest benefits, motivating and developing people, are ignored by bureaucratic leaders¹⁷.

2.1.1.4 Autocratic Leadership Style

Autocratic leaders are classic "do as I say" types. Typically, these leaders are inexperienced with leadership thrust upon them in the form of a new position or assignment that involves people management. Autocratic leaders retain for themselves the decision-making rights. They can damage an organization irreparably as they force their 'followers' to execute strategies and services in a very narrow way, based upon a subjective idea of what success looks like. There is no shared vision and little motivation beyond coercion. Commitment, creativity and innovation are typically eliminated by autocratic leadership. In fact, most followers of autocratic leaders can be described as biding their time, waiting for the inevitable failure this leadership produces and the removal of the leader that follows¹⁷.

2.1.1.5 Democratic leadership Style

According to a study democratic leadership is one where decision-making is decentralized and shared by subordinates¹⁷. The potential for poor decision-making and weak execution is, however, significant here. The biggest problem with democratic leadership is its underlying assumption that everyone has an equal stake in an outcome as well as shared levels of expertise with regard to decisions. That is rarely the case. While democratic leadership sounds good in theory, it often is bogged down in its own slow process, and workable results usually require an enormous amount of effort¹⁷.

2.1.1.6 Strategic Leadership style

The Strategic leader is the one who has clear vision, task, objective and policy to lead organization towards performance¹⁸. Strategic leader achieve these objective done aligning strategy and sharing his ideas with organization employees¹⁹. In this way, strategic leaders encourage their employees to increase their performance. Strategic leaders scan the changing outdoor environment and express and executive policies which enhance organization performance for competitive benefit²⁰. Strategic leader is different from traditional leader theories Charismatic, transactional etc because it formulate strategies to recover organization performance²¹. This type of leadership is therefore mostly submission in organization environment and mostly profit oriented organization²². Despite of being challenging and compound environment in textile sector, specifically in Pakistan, strategic leader can take challenge to recover organization performance complete employee's commitment²³.

Nevertheless, Strategic leadership is seldom trained in private sector in Pakistani context and textile sector is not the exclusion. I am sure that through working out this idea in textile sector, it can overcome challenges encountered by our textile industry. still, strategic decisions expressed by strategic leaders in agreement with outdoor environment lead organizations towards organization performance while bad decisions leads towards incompatibilities and ruin the organization in upcoming²⁴.

Strategic leadership includes dealing with problems normally addressed by a firm's top management team. Emerging SL capabilities remain separate from emerging regulatory skills or emerging leaders to main processes²⁵. Strategizing requires the use of imagination and creativity²⁶. Decisions made at the strategic level need the capability to deal with new challenges and pressures. Leaders at the strategic level have to develop awareness and knowledge, the capability to think outside the box and must be able to connect and create ideas²⁷. Therefore, those strategic leaders must have the capability to see cognitively distant occasions²⁸. These are occasions that are not clear to others. Recognizing such occasions involves the skill to explore and see the unfamiliar. Besides understanding the economics of competition, strategizing is also about the psychology of cognition²⁹.

2.1.1.7 Charismatic leadership Style

By far the most successful trait-driven leadership style is charismatic. Charismatic leaders have a vision, as well as a personality that motivates followers to execute that vision. As a result, this leadership type has traditionally been one of the most valued. Charismatic leadership provides fertile ground for creativity and innovation, and is

often highly motivational. With charismatic leaders at the helm, the organization's members simply want to follow. It sounds like a best case scenario³⁰.

There is however, one significant problem that potentially undercuts the value of charismatic leaders: they can leave. Once gone, an organization can appear rudderless and without direction. The floundering can last for years, because charismatic leaders rarely develop replacements. Their leadership is based upon strength of personality. As a result, charismatic leadership usually eliminates other competing, strong personalities. The result of weeding out the competition is a legion of happy followers, but few future leaders³¹.

2.1.2 Concept of Motivation

Motivation is an inner state that energizes, activates or makes and channels behaviour towards goal attainment. It is a driving force that compels an individual to take some actions in order to achieve certain goals³². It is a general term applying to the entire class of drives, needs, wishes and similar forces. According to them, a manager motivates subordinates to do those things which the manager hopes will satisfy their drives and induce them to act in desired manner³³. According to a study, motivation of teachers is necessary in order to enhance their job commitment as well as performance³⁴. The study further posits that teachers put in their best when they are given incentives and are getting commitment in their jobs and are made to feel that their interests are considered³⁴. If teachers are to be retained so as to improve students' performance, it is important that they are properly motivated from time to time so that they equally feel committed with their job³⁴.

2.1.3 Motivational Factors

These are factors that drives workers to perform optimally at work. The ones considered in this study are promotion and remuneration

2.1.3.1 Promotion

A study revealed that promotion refers to “the reassignment of an employee to a higher-rank of job”. Teachers’ promotion towards higher ranks is another significant dimension and indicator in exploring their job commitment level³⁵. Consequently, promotion assists in increasing and boosting up the teachers’ morale; and motivates and encourages them to increase productivity, efficiency, and effectiveness of their work; and also helps in enhancing commitment level in relation to their job³⁶. Another study found a positive relationship between teachers’ promotion and their job commitment ³⁷. Promotional opportunities play an important role and have an effect on teachers’ job commitment level and these opportunities help them in enhancing their personal and professional growth, job responsibility, and social status³⁷. On the other side, limited opportunities regarding teachers’ promotion inversely influence on their personality, motivation, self-esteem, morale, the productivity of the organization, quality of education, and finally on educational outputs³⁸.

Another study argued that “promotion is beneficial to teachers because it has to do with the increase in salaries, taking up more responsibilities and boosting their social status”. On the other side of the picture, due to lack of promotional opportunities teachers perceive discommitment towards their job³⁹. When such situation happens,

they become frustrated, demoralized, and discommitted with their work⁴⁰. This state of mind leads them to a partial commitment to their work, resignation, or early retirement⁴⁰.

2.1.3.2 Remuneration

Bonuses is compensation over and above the amount of pay specified as a base salary or hourly rate of pay offered to employees, positive reinforcement mechanisms giving additional utility to motivate a greater level of effort⁴¹. Bonuses are an additional payment an employee receives for exerting greater effort and exceeding standardized production⁴². On the other hand, allowances are additions to basic pay for special circumstances or features of employment such as working during unsocial hours. The main types of allowances are location allowances, overtime payments, shift payments, working conditions allowances and standby or call-out allowances made to those who have to be available to come into work when required⁴³. There are a number of scholars that have studied bonuses and allowances and performance of teachers⁴⁴. Another author investigated the relationships between non- monetary incentives and job commitment in influencing job performance. Their regression results revealed that non-monetary incentives significantly and positively influenced job performance⁴⁵. On his part, another author analyzed the impact of employees' recognition on their contribution to the organization with employees in the service industry in Bangladesh as units of analysis. Their regression results revealed that monetary reward had a positive significant effect on employee outcomes such as performance⁴⁶. In a study in sought to determine the effect of cash bonus on

employee performance using staff of Kenya Power and Lighting Company. The findings of the study showed that cash bonus has no effect on employee performance⁴⁷. Similarly, a study examined the effect of incentives packages on employees' attitudes towards work with staff of four government parastatals in Ogun State, South-West Nigeria as units of analysis⁴⁸. The results showed that strong relationship existed between incentives packages and employees' job performance⁴⁹. In a study that examined the effect of compensation packages on employees' job performance and retention in a selected private University in Ogun State, South-West Nigeria. The results showed a strong relationship between compensation packages, namely bonuses, incentives, allowances, and fringe benefits and employees' performance⁵⁰.

2.1.4 Commitment

The concept of commitment is widely used but has received little formal analysis⁵¹. It contains an implicit explanation of one mechanism producing consistent human behavior. Commitments come into being when a person, by making a side bet, links extraneous interests with a consistent line of activity⁵¹. Side bets are often a consequence of the person's participation in social organizations. To understand commitments fully, an analysis of the system of value within which side bets are made is necessary⁵².

Several attempts have been made to define "commitment." Perhaps the most comprehensive of those definitions is that given in a study where it was defined as using a multidimensional approach and considering it to have affective, continuance and normative perspectives. The affective dimension of commitment refers to an emotional attachment to and involvement with an organization; continuance

commitment denotes the perceived costs of leaving an organization; and normative commitment refers to the felt responsibility to support and remain a member of an organization⁵³. Thus it can be discerned from definitions such as the one above, that employee commitment is a bond between the employee and the organization such that he/ she (the employee) wants to continue serving the organization and to help it achieve its objectives⁵⁴.

The importance of “commitment” is well captured by different authors, for instance, a study expound that employees with high organizational commitment feelings affect organizational performance in positive ways because they lessen the frequency of performing negative behavior and improve quality of service⁵⁵. A committed employee is a more compatible and productive individual who has higher levels of commitment, loyalty and responsibility. They continue to observe that organizational commitment not only increases the success in a certain role, but also encourages the individual to achieve many voluntary actions necessary for organizational life and high standard system success⁵⁶. Similarly, a study advanced that committed employees may be more likely to engage in organizational citizenship behaviors (OCBs), that is, extra-role behaviors, such as creativity or innovation which are often what keep organizations competitive⁵⁷. On their part, a study related employee commitment to acceptance of organizational change⁵⁸. A related study defined organizational change as an empirical observation in an organizational entity of variations in shape, quality or state over time, after the deliberate introduction of new ways of thinking, acting and operating⁵⁹. The study further explained that commitment to the organization is critical when an organization engages in change

initiatives, as committed employees will provide many benefits to the organization undergoing change⁶⁰. These benefits include putting in extra effort to ensure that the change succeeds, serving as public relations representatives during the change and going above and beyond the norm to assist the organization to function effectively⁶¹. On the other hand, a study suggested that organizational commitment enhances knowledge sharing between employees. They define knowledge sharing as a process whereby an individual exchanges the knowledge he or she possesses with other individuals for them to understand, appropriate and utilize that knowledge⁶². Accordingly, with knowledge sharing, information, skill or expertise are reciprocally exchanged among people, friends, and members of family, community or organization. They indicate that knowledge sharing is important in creation of new ideas among the employees and presenting new business ideas fundamental to a living organization⁶³. Thus, modern organizations struggle to have workforce with sufficient knowledge and ability and survive in this struggle by creating efficient learning opportunities with efficient management. In summary, the various scholars above are unanimous to the effect that employee commitment is important in so far as enhancing employee job performance is concerned. This is because it lessens the frequency of employees performing negative behavior; promotes employee's OCB, reduces employee turnover; makes the employees more ready to accept organizational change; and enhances knowledge sharing among the employees. Given the importance of employee commitment (EC), one goal of research on EC is to identify its antecedents, which may in turn be manipulated to positively influence EC. In deriving the antecedents of EC, several theories can be considered. Of these

theories, this paper was intended to review three of them, namely the Social Exchange Theory (SET), Leader-Member Exchange (LMX) Theory, and Social Identity Theory (SIT). The second objective of the paper was hence to build a conceptual framework relating EC to its antecedents, whereby the antecedents are classified as per the suggestions of the three theories⁶⁴.

2.1.5 Job Commitment

Job commitment is defined as the level of enthusiasm an employee has towards his/her tasks assigned at a workplace. It is the feeling of responsibility that a person has towards the goals, mission, and vision of the organization he or she is associated with. Job commitment is the feeling of responsibility that a person has towards the mission and goals of an organization. When an individual has job commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal⁶⁵.

A study summarized that teachers' professional commitment as a strong belief in and the acceptance of the school's goals and values; a willingness to exert considerable effort on behalf of the school; and a strong desire to maintain one's membership within the school. Teachers are professionally committed and they come to be involved in whole heartedly to whatever being is carrying out⁶⁶. Areas of teachers' commitment are, to the learners, to society, to profession, to attaining excellence for professional actions, and to basic values of school. Commitment to the learner children needs teachers who understand them and their needs with sensitivity. They need to be looking after by teachers who understand their instincts, learning needs

and tendencies along with their capacities and abilities. Commitments to the society the school and community have symbolic relation between them. Teachers need is to orient community towards the importance of education as a lifelong process and motivate them to take it in that perspective. Commitment to the profession teachers are entrusted by the community to shoulder the responsibility of shaping the present generation for the future through the process of teaching and learning. Committed professionals should adopt various innovative method of teaching by taking into consideration how best to learn and bring about the effective learning. Commitment to the attaining excellence for professional actions- teachers who continue their search for becoming better human beings and better teachers are following their example by the learners. Commitment to basic values- every community expects the teachers to follow a value-based approach in their personal life to become role models for the future generation. This can happen only when teachers are committed on their job⁶⁷.

2.2 Theoretical Framework

2.2.1 Social Exchange Theory

The Social Exchange Theory (SET) was developed to explain what influenced social behavior. In an essay entitled “social behavior, the developer was interested in the psychological conditions that induce individuals to engage in exchange. In the theory, it was stated that social behavior is an exchange of both material goods and non-material ones. The theory explained that persons that give much to others try to get much from them, and persons that get much from others are under pressure to give much to them⁶⁸. This process of influence tends to work out at equilibrium to

balance the exchanges⁶⁸. In an exchange, what one gives may be a cost, just as what one gets may be a reward. A researcher who was interested in exchange as the elementary particle of social life, in which social structures are rooted, suggested that exchange processes as the micro-foundation of macro-sociological phenomena⁶⁹. He stated that mutual bonds emerge in social interaction as persons who incur obligations reciprocate⁷⁰. A like-minded researcher explained that social exchange theory proposes that human resource management practices initiate a positive exchange relationship to which employees reciprocate with positive attitudes and behavior towards the organization and or job⁷¹. The study argued that the basic principle with social exchange theory is that employees view satisfying human resource practices as an organization's commitment towards them. Employees thus reciprocate this through positive behaviors like employee job commitment. They are thus more likely to exchange their commitment for resources and benefits provided by their organization. For example, when individuals receive economic and socio-emotional resources from their organization they feel obliged to respond in kind and repay the organization.

Social exchange theory argues that obligations generate through a series of interactions between parties who are in a state of reciprocal interdependence. The core belief in SET is that relationships evolve over time into trusting, loyal, and mutual commitments as long as the parties abide by certain "rules" of exchange⁷².

The rules of exchange usually involve reciprocity or repayment rules such that the actions of one party lead to a response or actions by the other party⁴⁹. Some studies have social exchange theory as their theoretical basis. In summary, the propositions

of social exchange theory indicate that social exchanges employees obtain from organizations such as HRM practices may lead to employee commitment^{73, 74}.

2.3 Review of Empirical Studies

2.3.1 Leadership Styles and Teacher Job Commitment

Influence of leadership style upon teachers job commitment cannot be over emphasized, a committed teacher could be render uncommitted if the principal leadership style conflict with the tasks or role of the teacher. If the principal leadership style is appropriate, the way and manner the principal discipline his staff, his human relation and feeling , his consideration to his members of staff, his inspiration to staff, his way of handling staff welfare his staff development and a lot of other principals effectiveness, activity are likely to affect the teacher productivity⁷⁵. A study noted that leadership style and quality of leadership do affect job and job performance in an organization⁷⁶. An author researched the effects of leadership on the teacher quality of life at work, they revealed that the more principle engage in behavior that were personally empowering, the more teachers saw that they had choices they could make in completing their work and the greater impact they will perceive they were achieve through their efforts⁷⁷. These intrinsic rewards were found to be more beneficial for motivating teacher, affecting climate and reducing stress. Another study stated that high teacher morale could have positive effects on student's attitude and learning, improve teacher morale not only made the education more palatable to teachers, it made the process a richer and more effective learning experience for students⁷⁸. Another study argued that the main task of the principal is to create a conducive atmosphere for the teacher to be able to achieve

desire changes in student's learning⁷⁹. Principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy and meeting them. The leadership style of the principals is demonstrated in his activities which make him to be recognizing as a leader of a group. Many people strongly believe that when there are good education plans, good school program, adequate staff and facilities what is more important is a good administrative leadership to coordinate all these for the progress and achievement of the school. The key to any effective leadership is the ability to lead effectively, coordinate a complex situation and show concern for human and materials resources available⁸⁰. A study noted that most of the success and failure in secondary school administration and other institutions depend largely on the influence of leaders on their subordinate⁸¹. A related study also pointed out that the important of studying leadership style is because of the significance in an institutions success, and achievement of educational goal. However for the purpose of this study autocratic and democratic leadership style would be used for hypothesis testing⁸².

2.3.2 Promotion and Job Commitment

Promotion refers to an increase in job responsibility, scope, authority, or level within or outside the organization⁸³. A similar study indicated that promotions are important from the point of view of both employer and employee because the employees benefit from promotions by monetary gains and higher reputation, whereas employers can use promotions to make efficient job assignments. Several recent studies have positively related promotion to employee commitment. However, most of the studies above were carried out in the context of the Western World.

Besides they were carried out in the context of an information technology company and hotel industry. Future research can be carried out in the developing world of Africa and in other contexts such as secondary school.

2.3.3 Rewards and Job Commitment

Rewards are benefits that arise from performing a task, rendering a service or discharging a responsibility⁸⁴. The study indicated that classic categorization of rewards distinguishes them as intrinsic and extrinsic. They define intrinsic rewards to denote commitment that a person derives from doing the job⁸⁵. The study expound that intrinsic rewards are based on employees getting a positively valued experience from doing their work such as experience of work as meaningful, the ability to exercise some degree of choice, the experience of progress and the development of a greater sense of competence⁸⁶. The study also considered extrinsic rewards to refer to valuable goals which are external to the job itself that provide commitment to individuals (i.e., the extrinsic rewards provide the means to support the goals of the self and family members, such as living in a nice neighborhood, providing the children with a good education, and so on). Extrinsic rewards include pay, job security, supervisor and peers support among others. It was indicated that an intrinsically motivated individual will be committed to his/ her work to the extent to which the job inherently contains tasks that are rewarding to him/her and an extrinsically motivated person will be committed to the extent that he/ she can gain or receive external rewards for his or her job. In all, for an individual to be motivated in a work situation there must be a need, which the individual would have to perceive a possibility of satisfying through some reward⁸⁷. Recent studies revealed

the importance of rewards in promoting employee commitment, although they raise contextual gaps. That is, all the above studies were carried out in the Western World. Future research can thus be carried out in other contexts such as those of the developing countries such as Nigeria.

2.3.4 Leadership Styles and Job Commitment

Leadership is the process by which an individual influences a group of individuals to achieve a common goal. The study contend that a leadership style that encourages employee involvement can help to satisfy employees' desire for empowerment and demand for a commitment to organizational goals. They explain that a more flexible and participatory leadership style can strongly and positively enhance organizational commitment⁸⁸. On the other hand, a study states that leadership styles that are relational in nature are associated with organizational commitment and a leadership that provides hope, trust, positive emotions and optimism influences employees' commitment. There are recent studies that related leadership styles with employee commitment⁸⁹.

2.3.5 Teacher's Characteristics and Job Commitment

2.3.5.1 Age and Job Commitment

Age refers to an individuals' number of years. For purposes of a given study, age can be categorized for identification, in which case people may belong to different age group, such as young, middle-aged and old. On average, people generally stop being described as young at approximately 40 years of age⁹⁰. Age represents the evolutions taking place in people's life over time, in terms of biological, psychological and

social functioning⁹¹. Thus, age is related with affective and normative job commitment because the age of an individual in terms of affective commitment is an indicator of them getting a better position in the organization or profession and gaining tenure⁹². As for the normative commitment, age is an indicator of the investments an individual has made in his/ her organization or profession⁹³.

2.3.5.2 Gender and Job Commitment

Gender can be defined from the cultural or role perspectives. Defined from the cultural perspective, gender refers to the social classification of an individual as either masculine or feminine⁹⁴. In terms of roles, gender is a variable distinguishing women and men as individuals or as defining relationships located within the context of the family⁹⁴. In research, gender-sensitive data are those compiled and analyzed while recognizing that gender-based factors influence women's and men's different social conditions, relations and access to resources⁹⁵. The study indicated that gender has been considered in organizational commitment literature from two aspects: the job model and the gender model. The job model approach indicates that there are no differences in the work attitudes of males and females; and work attitudes of men and women extended in similar ways. On the contrary, the gender model in the study of organizational commitment and females indicates that women accept family roles as a chief source of their identity and fulfillment leading to a different orientation to work from that of men for who work is paramount⁹⁶.

2.3.5.3 Educational Qualifications and Job Commitment

Education is the measure of knowledge and skills⁹⁰. The study indicated that education level which is also known as qualifications refers to the academic credentials an individual obtains. According to the study qualifications constitute a measure of educational attainment and academic competence⁹⁷. He states that most organizations use education level as an indicator of a person's skill levels or productivity and that it is frequently employed as a prerequisite in hiring decisions. They explain that individuals with more education are likely to have greater in-depth, analytical knowledge (crystallized intelligence) as well. He therefore suggested that qualifications play a leading role in the development of organizational commitment because as the qualifications of individuals get better, their sense of belongingness is improved. They add that when institutions employ a qualified workforce then their performance and productivity will be marvelous in direct proportion⁹⁸. A contrary study states that educational qualification is a negative predictor of commitment because people with higher qualifications want to grow professionally and economically, they expect more and in search of the fulfillment of this need, they keep on moving or they want to move where they find opportunities better⁹⁹. He indicates that the other reason may be that many options are available for qualified and skilled persons and that is why they keep on moving to get diverse exposure and better opportunities¹⁰⁰.

2.3.5.4 Empowerment and Teacher Job Commitment

The understanding of teachers' empowerment has received a great competence to take charge of their own growth and resolve their own problems. The empowerment is gained through professional growth and knowledge. Meanwhile, the management practices that they adopted will led to competition among the organizations. The quality of students are proceed with the teachers' experience and commitment¹⁰¹. As a teacher they are playing an important role in schools and students' well learning process shows they are performing excellence in their studies. The quality of education will be ruined, if teachers failed to perform well in their teaching profession¹⁰².The competitors are merged, rather than the organization more proactive among the organization¹⁰³. The study argued that the employees are proactive that able to be increasing productivity in human resource practices¹⁰⁴. It claimed that empowerment is very significant in all sectors, including education where is most importance to teachers' empowerment. Hence, its supported with four assumptions regarding teacher empowerment. First the teachers' professionalism are increase when teachers' empowerment became most effective. Second, empowerment able to least two dimensions, organizational and classroom environment. Then, the third one is empowering teachers' has great changes in students achievement when they emphasis the usage of ICT in learning. And, the forth part is teachers' needs to be effective on their empowerment. Teachers' empowerment is a key component in restricting schools¹⁰⁵.

Structural Empowerment

Structural empowerment is recognized and provides acknowledged environment for employees. The structure of opportunity defined as a form that supports employees in their professional development while the power structure defined as a form that enables them to reach and use sources within the organisation¹⁰⁶. Structural empowerment conceived as an organizational environment¹⁰⁷. Teacher empowerment is a measure of teacher development in operational and pedagogical culture. Empowerment used to express appreciation and support the educational organisations and the teachers¹⁰⁸.

Psychological Empowerment

Psychological empowerment is achieved by encouraging teachers to believe that their work is committed to their ability to carry out their self-determination tasks and their impact on the outcomes of their work¹⁰⁹. The psychological empowerment of teachers will increase their job commitment and the commitment to work plays an important role in the academic and behavioral performance of teachers. The academic and behavioral performance of teachers will also motivate students to attend school, do their homework and have a positive impact on their learning.

Job Commitment In the school environment, a greater autonomy of work commitment is needed on the basis of the school context¹¹⁰. The commitment of teachers is based on the belief and acceptance of the objectives and values of the organisation. Empowerment comes under the authority of the organisations by taking the right decisions on organizational issues. In addition, school cultures, one of the

ways to build environments with uncertainty, stress, and high expectations, contribute to a reduction in the level of employment commitment¹¹¹.

2.3.6 Organizational Support and Job Commitment

Perceived organizational support refers to an employee's belief that the organization for which s/he works values his/her contributions and cares for his/her wellbeing¹¹².

Employees with high POS believe that their organization will appreciate their added efforts that conduce to their organizations. They have a faith that their organization will care for them and show adequate concern for them. Researchers demonstrate that employees perceive their organization as supportive when they find that the rewards are fair, when they have an opportunity for taking part in decisions and when employees see their supervisors as supportive¹¹³. A study asserted that individuals showed a consistent pattern of agreement with statements concerning whether their organizations appreciated their contributions and would treat them favorably or unfavorably in varying circumstances. POS is affected by employees' interactions with their organizations with regard to the receipt of praise, support, or approval¹¹⁴. Researchers suggest that individuals with strong POS are more likely to have higher levels of citizenship behaviors, lower level of tardiness, and better customer service¹¹⁵.

Employees are compensated for their labors through which organizations generate their profit. Their efforts and performances are appraised because the ultimate achievement of any organization's goal entirely depends on its employees' performances. In reality, not only organizations evaluate their employees' performances, but they (organizations) are also evaluated by their employees. In

other words, both the organization and their employees are evaluated by each other. Employees consider how far their employing company, to which they are dedicating their performances, is dedicated to their wellbeing and as expected, people will try to repay their earnings that they receive from their organizations, through their efforts. According to the norm of reciprocity, the recipient of benefits is morally obligated to recompense the donor¹¹⁶. That means, individuals, naturally feel obligation to those persons or organizations that provide benefits for them. It is a reciprocal issue for both the organizations and their employees. This type of perceptions by employees regarding their organization's payback for their performances indisputably plays an important role in developing employees' level of positive attitude towards their organizations. Perceived organizational support (POS) is such an issue that is defined as "the degree to which employees believe the organization values their contributions and cares about their well-being"¹¹⁷. A study stated that, "to meet needs for approval, affiliation, and esteem and to determine the organization's readiness to compensate increased effort with greater rewards, employees form a general perception concerning the extent to which the organization values their contributions and cares about their well-being"¹¹⁸. As an important area of research, POS, an attitude of employees, has drawn the attention of the researchers¹¹⁹. Researchers also asserted that if employees perceive more support from the organization, they tend to develop more positive attitudes (e.g. commitment) towards their organizations¹²⁰.

Similarly, organizational commitment (OC), as an attitude, consists of individuals' psychological state which specifies the individuals' relation with organization that

leads to making decision about continuing membership with the organization¹²¹. Committed employees who are highly motivated to contribute their time and energy to the pursuit of organizational goals are acknowledged as the vital assets for an organization¹²¹. Studies found an organization's considerable outcome from its employees' commitment in terms of lower rates of job movement, absenteeism, higher productivity, or work quality, or both¹²³. The three dimensions of OC such as affective commitment (AC), continuance commitment (CC), and normative commitment (NC) have been developed in the commitment literature¹²⁴. AC implies the "positive feelings of identification with, attachment to, and involvement in the work organization" and "continuance commitment is the perceived economic value of remaining with an organization compared to leaving it" while normative commitment relates to an employee's staying with the organization due to a sense of moral obligation¹²⁵.

Studies have indicated that employees who perceive that their organizations support them are more likely to be committed to their jobs studies also found that POS predicted the job performance and citizenship behaviors of untraditional or low power-distance Chinese employees-in short, those more likely to think work as an exchange rather than a moral obligation¹²⁶. Even though different empirical studies were conducted examining the associations of POS with the different employees' attitudes, there have been few studies investigating the associations of POS with OC, and AC, CC and NC in the context of Bangladesh. This research gap has actually led the researchers to carry out the current study. Therefore, this study is designed to make a contribution to POS literature by showing the links between POS and OC in

Bangladeshi culture. Moreover, the current study intends to shed light on the associations of POS with affective, continuance, and normative commitment distinctively. Consequently, the current study can contribute to the HR and management practices in the prevailing business environment, especially, in Bangladesh, and can offer a considerable intellectual challenge to the industrial/organizational psychologists and behavioral scientists.

2.3.7 School Based Management and Teacher Job Commitment

Teacher commitment is believed to be central to school effectiveness. This notion is based on arguments claiming that student achievement is intertwined with teachers' commitment to their work, their school and their students¹²⁷. Voluntary commitment is important in organizations in general and in public schools in particular, since public schools, being loosely coupled organizations limit any deliberate efforts to inspect and control teachers' performance¹²⁸. Therefore, much depends on individual initiative and effort. Although teacher commitment appears to be positively correlated with school effectiveness and is considered significant for the improvement of school outcomes and student academic achievements inherently ambiguous concept¹²⁹. Moreover, a limited number of efforts have been made to answer key questions, such as whether commitment can be altered by school design and management¹³⁰. It is believed, however, that commitment has less to do with personal qualities people bring to the workplace than with the design and management of tasks and work circumstances within it¹³¹. Based on previous claims arguing the significance of professional autonomy in organizational settings for teacher commitment, the study presented here focuses on the impact of school-based

management (SBM) on teacher commitment. It evaluates whether, and if so the extent to which SBM introduced in schools that traditionally have been operating in a centralized system of education affects teachers' commitment to the school, to the teaching profession and to the academic achievements and social well being of children.

Commitment is an exchange and accrual phenomenon dependent on the employee's perception of the ratio of inducements to contributions and the accumulation of side-bets and in the employment system. Side-bets are the influences that produce a willingness to remain attached to the object of commitment¹³². An individual is likely to remain committed as long as she or he perceives associated benefits as positive elements in an exchange that s/he is reluctant to lose. Commitment may be of various types and therefore is conceptualized and operationalized in a variety of ways by researchers¹³³. An individual in the work setting experiences simultaneously varying degrees of commitment towards several aspects of working life, such as the employing organization, the job or task and personal career. Research findings suggest that a person may be committed to his job or task but not necessarily to his organization, and vice versa¹³⁴. In service oriented organizations such as public schools, three types of teacher commitment are emphasized. First, there is commitment to teaching, reflecting a high degree of psychological attachment on behalf of the service provider (i.e. the teacher) to the teaching profession¹³⁵. This type of commitment is fostered by the degree to which the teaching profession provides teachers with side-bets that promote their professional development and growth. Second, there is commitment to the clients, referring to the degree of teacher

dedication to helping students learn, regardless of their academic difficulties and social background and to promoting their social integration in the classroom. Teachers are likely to exhibit high commitment to students' achievements, especially if they perceive a link between achievements and a potential increase in their professional prestige and symbolic rewards they receive from children and parents and from their principal and district officials. Finally, there is organizational commitment, referring to employees' commitment to the organizational context within which the service is provided. In public schools this type of commitment indicates the teachers' sense of loyalty to the school workplace and identification with its values and goals¹³⁶. The greater the perceived benefits provided by the school to teachers, the more likely it is that teachers' commitment to the school will increase. Although these types of commitment are intertwined and it is difficult to measure them separately, treating them as separate entities is of value because teachers' behavior may vary, depending on the type of commitment involved¹³⁷.

The potential contribution of autonomy to the effectiveness of schooling and to the increase of educators' commitment are among the main reasons that have led many Western educational systems to decentralize and increase authority at the local level¹³⁸. Effectiveness is assumed to increase under decentralization, since decentralized structures encourage greater sensitivity to local needs and are able to operate more efficiently and rapidly in comparison with the commonly described slow and cumbersome centralized structures. One expression of decentralization is school-based management (SBM), which recently has become the centerpiece of the current wave of reform¹³⁸. Simply stated, SBM refers to the increase in authority at

the school site, and emphasizes maximum delegation of decision making to the school within a centrally coordinated framework. The main assertion inherent in SBM is that increasing schools' authority and flexibility will better and more effectively enable the conduct of educational processes. SBM is assumed to professionalize teaching to enhance teachers' commitment towards school goals and to increase their accountability for their performance and for students' outcomes¹³⁹. Hence, under SBM, teachers are expected to work harder and be more committed to the activities they perform¹⁴⁰. Although many theoretical claims have been raised regarding the potential contribution of autonomy to school effectiveness and for teacher commitment, the empirical evidence is rather mixed¹⁴¹. Several studies have found a strong relationship between autonomy, professional independence and commitment¹⁴². By contrast, other findings show a slightly negative relation between autonomy and organizational commitment or no relationship at all¹⁴³. Moreover, the empirical research investigating the link between SBM and school performance and internal dynamics has been rather scarce Summers¹⁴³. The available empirical evidence suggests that SBM does not guarantee school improvement¹⁴⁴. SBM is heavily determined by the context within which a school operates also the degree of staff involvement and autonomy is contingent on the principal, and therefore varies from school to school¹⁴⁵. It has been found that schools involved in SBM do not look very different from schools that have not been involved with SBM and that school effectiveness has not been contingent upon SBM. Rather, school personnel have continued to behave as they did under the previous structure¹⁴⁶. This finding is likely to become visible in centralized educational systems in particular, where central

authority delegates autonomy to schools, and therefore can withdraw powers merely by making an official announcement and without being required to pass new legislation¹⁴⁷.

2.3.8 School Environment and Job Commitment

There is a need for every worker in any institution or organization to derive commitment in what they are doing. Job commitment determines the workers' efficiency, hence the institution's output or the organization¹⁴⁸. Committed workers devote their time and energy to the success of the organization. There is a need to ensure that every worker is committed. Today, teachers are leaving the teaching profession to other professions, and this may be due to a lack of job commitment, which is greatly affecting the quality of education¹⁴⁹. Teachers' discommitment can result in a lack of interest in teaching, leading to non-coverage of the syllabus, high failure rate, school drop-out, delinquency, and deviant behavior in schools. Every nation's ability to solve society's social and economic problems depends on what kind of knowledge and skills are taught in schools. School environmental factors are critical; they can either lead to job commitment or job dis-commitment. The school environment can positively or negatively impact employee motivation¹⁵⁰. Every school needs to provide the necessary facilities and the support teachers need in preparing students for the changing and challenging world¹⁵¹. A positive school environment nurtures teachers to succeed in teaching and to reach their potentials. The governments of many African countries have been creating more and more teacher training colleges to meet up the demand for teachers' and every year, teacher training colleges graduate thousands of teachers. However, the rate of teachers'

shortages is still alarming because most teachers are not committed with the teaching profession; they leave when they see a better opportunity¹⁵². This reveals a need for academics to focus on findings strategies to improve teachers' job commitment.

Teachers' job commitment is vital to ensure quality education. Committed teachers are more likely to devote their time and energy to teaching, hence, improving students' performance¹⁵³. Schools need to ensure that teachers are committed because teachers are the most valuable school improvement assets. There is a need to pay attention to teachers' job commitment because it determines teachers' commitment and teaching practices, ultimately impacting students' academic performance¹⁵⁴. Teachers who are not committed with their jobs are more likely to feel reluctant to prepare lessons and may not adequately implement the curriculum. This reveals that there is a need for a school environment that ensures teachers' job commitment. School environments characterized by adequate instructional materials, motivational strategies, participatory decision-making style, and schools that promote teachers' collaboration can enhance teachers' job commitment. In most countries, an uncondusive school environment has led to teachers' job commitment¹⁵⁵. If teachers are not committed with their job, it may lead to failure to effectively implement the curriculum or even attrition. The retention of qualified and experienced teachers has become a major challenge for most school administrators today. Thus, it is necessary to examine school environmental factors that may influence teachers' job commitment so that the education sector can implement appropriate strategies that can stimulate teachers' job commitment.

Teacher shortages in most schools are determined by the school environment¹⁵⁶. Teachers who teach in a positive school environment are more likely to stay in the teaching profession¹⁵⁷. However, as a result of the poor working environment, teachers' job discommitment keeps rising. An uncondusive school environment can lead to teachers' absenteeism and poor classroom practices, and early departure from the teaching profession. Increased workload and emotional exhaustion lead to job discommitment¹⁵⁸. A stressful working environment can lead to teachers' discommitment and, consequently, teacher attrition¹⁵⁹. Most schools lack a supportive environment for teaching and learning¹⁶⁰. As an instructional leader, the principal needs to ensure that the school environment is conducive to teaching and learning¹⁶⁰. Principals who create a friendly and supportive school environment suppress fear in both students and teachers, fostering teaching and learning¹⁶¹. A school environment that is comfortable and relatively low in physical and psychological stress can lead to high levels of commitment among teachers. According to a study, the main cause of burnout is deleterious working conditions¹⁶². Teachers' working conditions are below expectation compared with their counterparts in different occupations¹⁶³. The school environment plays a pertinent role in determining the supply of qualified and experienced teachers and influencing their decisions about remaining in the profession. Schools that are characterized by a safe and supportive environment can enhance teachers' job commitment. The school environment determines the quality of knowledge and skills acquired by students¹⁶⁴. Schools that involve teachers in decision-making create opportunities for teachers' collaboration, provide adequate instructional materials, and implement effective

motivational strategies to enhance teachers' job commitment, improving students' performance.

Teachers' collaboration refers to the act of teachers working together in groups or teams to improve educational processes and outcome¹⁶⁵. Teachers' collaboration can also be defined as a practice where teachers cooperate or work in teams to ensure the effective implementation of the curriculum. Teachers' collaboration can lead to teachers' job commitment, commitment, and improvement in students' academic achievement¹⁶⁶. Teachers' disunity can lead to discommitment. There is a need for schools to create an environment where teachers can share ideas and help one other to grow professionally. Teacher collaboration enhances professional teacher learning¹⁶⁷. Teacher collaboration in planning lessons can improve students' academic achievement¹⁶⁸. Teachers working in teams enjoy shared responsibility and job commitment¹⁶⁸. Teachers are likely to feel comfortable in schools that promote collaboration because their social needs are met. According to Maslow's hierarchy of needs theory, teachers need love and affection just like other human beings. Teachers are more likely to feel committed with schools that promote collaboration. Positive relationships between teachers make them feel less frustrated¹⁶⁹. Exchanging ideas with other teachers and principals increases the teachers' commitment rate because it makes them know that their opinions are pertinent to the school's success and are under full consideration by other teachers and administrators. Furthermore, collaboration reduced the workload of individual teachers' as they work together in planning, implementing, assessing, and evaluating. This is very important as a heavy workload can lead to teachers' job discommitment. Principals as instructional leaders

need to encourage and motivate teachers to engage in collaborative activities that facilitate teaching and learning¹⁷⁰.

Teachers often complain that they often feel isolated from colleagues and support systems, leading to discommitment¹⁷¹. Collaboration can reduce feelings of isolation because through collaboration, teachers feel free and comfortable communicating with one other, leading to job commitment and high performance¹⁷². Teachers search for school environments that can allow them to reach their peak performance level. A lack of a supportive school environment lowers teachers' self-esteem and frustrates them because there is no one to run to when there is a problem. Teachers who teach in schools that promote collaboration are more likely to be committed with the teaching profession because they feel valued and supported¹⁷³. It is necessary for teachers to assist one another; working together in groups or teams enhances growth and development. Effective collaboration can lead to teachers' job commitment. Well-planned collaborative activities can enhance teachers' self-efficacy¹⁷⁴. A school environment characterized by an open climate promotes cooperation and respect among staff¹⁷⁵. The school environment determines teachers' willingness to stay in a particular school. Teachers who perceive their school environment as a great place to work are more likely to be committed with the teaching profession.

Teachers are leaving the teaching profession because of job discommitment associated with a lack of teachers' influence over decision making¹⁷⁶. Teachers are often left behind when it comes to decision-making. There is a need for teachers to be involved in decisions that concerns them. Teachers feel appreciated and

empowered when school leaders involved them in decision-making. Giving teachers the chance to make school decisions can enhance teachers' job commitment¹⁷⁷. Teachers who feel valued and respected by other teachers and school leaders are more likely to be committed¹⁷⁸. Excluding teachers from decision-making may give them the feeling that they are not part of the school, leading to discommitment. The school environment can either give teachers the freedom to make certain decisions about their job or give directives¹⁷⁹. Giving directives can lead to job discommitment. A supportive school environment minimizes stress, provides immediate and valuable feedback, and takes teachers' feelings and opinions into consideration¹⁸⁰. Most school administrators think that if teachers will favor themselves when allowed to participate in decision making rather than the overall growth of the school¹⁸¹. Principals with this type of perception tend to exclude teachers from participating in school decisions, making teachers feel isolated and less valued. When this happens, teachers feel discommitted. Principals need to have complete confidence and trust in teachers to participate in decision-making that directly relates to them. Principals need to be transparent, promote positive school climates and provide teachers with professional development opportunities¹⁸¹.

A democratic leader allows everyone to vote on an issue before a decision is taken. This type of leadership empowers everyone and promotes collaboration. It is necessary for principals to communicate the vision and mission of schools with every stakeholder involved to ensure effective curriculum implementation¹⁸². The leadership of a school can lead to teachers' job commitment. Administrative support

is vital; teachers are committed with school leaders that ensure equality and reward performance. Teachers sometimes complain that school administrators' do not treat them like professionals; some school leaders disrespect teachers and made them feel powerless¹⁸³.

Involving teachers in decision-making can enhance their job commitment. Administrators have a greater deal of influence over school climate and teacher efficiency. School leaders need to create more democratic environments and stop commanding teachers like children. No teacher will be committed when the principal gives commands without taking their needs and wants into consideration. Effective principals consider both the teachers' needs and the organization's objectives¹⁸⁵.

There is a need for shared leadership to give teachers' a sense of empowerment¹⁸⁶.

Motivation refers to anything that energizes behavior. Many teachers are discommitted with the teaching profession due to a lack of motivation. Extrinsic and intrinsic motivation is vital to ensure teachers' job commitment. School principals need to develop strategies to motivate teachers. Teachers need to be motivated to improve the quality of education¹⁸⁷. Teachers' motivation can improve students' academic performance; motivated teachers are likely to provide supportive learning¹⁸⁸. School leaders must identify and re-enforce teachers based on their individual needs. Recognition of teachers' efforts can lead to commitment in achieving the school objectives and job commitment. Motivation can be done in the form of incentives or appraisals¹⁸⁹. Appraisal and professional development can help to retain teachers. The alarming rate of attrition is caused by teachers'

discommitment with their working conditions. This has greatly affected students' academic performance. Teachers need to be motivated to equip students with sustainable knowledge and skills. Motivated teachers are more likely to take time and plan their lessons to provide students with meaningful learning experiences to solve society's complex problems. Demotivated teachers may not be effective, which is detrimental to the education sector and society's development¹⁹⁰. Teachers who join the teaching profession because they thought their needs could be met are more likely to look for other opportunities if their needs are not met. School leaders are expected to give genuine and frequent praise. As instructional leaders, principals are also expected to respect the professional competence of staff when giving feedback. The manner and nature in which feedback is given can either motivate or demotivate teachers.

Instructional materials can be defined as learning and teaching tools that supplement what the textbook provides¹⁹¹. He defines instructional materials as objects or devices that assist teachers in presenting lessons to the learners logically. In this study, instructional materials refer to teaching aids, which can help teachers explain or demonstrate a phenomenon to enhance students' understanding. Instructional materials vary from subject to subject; they could be charts, tape recorders, computers, magazines, newspapers, pictures, just to name. However, these instructional materials do not only enhance teachers' commitment, but they also make learning more practical, thereby enhancing students' retention. In an experimental study, found out that students who were taught using instructional materials perform better than those who were taught without instructional materials.

Instructional materials motivate and help students pay attention in class, which means that they can enhance students' academic performance. In most developing countries, classrooms are so bare of instructional materials, increasing the level of teacher dis-commitment and stress¹⁹¹. Instructional materials in most developing countries are limited to textbooks and chalkboards¹⁹². It is pretty difficult for teachers to explain complex concepts without instructional materials. Most students find it challenging to comprehend what is being taught in class due to a lack of instructional materials. Many secondary schools in Cameroon have an un-conducive school environment; most schools do not have basic requirements for successful teaching and learning, leading to discommitment¹⁹³. In the United States of American, 20% of teachers leave high-poverty schools every year

This is because, in high poverty, schools cannot provide the basic facilities teachers need to facilitate teaching. According to the a report, over half a million United States teachers either move or leave the profession each year and most of these teachers are from schools with little resources hence, affecting the quality of education. The school environment has an essential part to play as far as teachers' job is concerned. Inadequate instructional materials can influence teachers' commitment Lack of instructional materials makes learning very abstract. Adequate instructional materials can improve teacher effectiveness, enhance their commitment to school, and promote job commitment. Lack of resources can negatively impact employees' motivation, reducing their performance. In most developing countries, teachers often used their money to buy instructional materials. Instructional leaders need to ensure that teachers have adequate tools and resources required for effective

curriculum implementation. Inadequate instructional materials may not only affect teaching practices, but it might also cause teachers to leave the teaching profession to other professions¹⁹⁴. Lack of instructional materials is one of the challenges affecting teachers in developing countries. Inadequate instructional materials made teaching and learning stressful and tedious, which can lead to teachers' discommitment. It is vital for principals as instructional leaders to ensure that instructional materials are of good quality, and they are suitable for a particular lesson and that the teachers are using them appropriately.

Committed teachers are more likely to remain in the teaching profession, come to class regularly, while discomfited teachers are more likely to miss classes and look for other job opportunities. Teachers' who are committed with their jobs show a higher level of commitment than those who are dis-committed. Committed teachers can work extra hours to ensure that students acquire sustainable skills. This means that it is vital to ensure teachers' job commitment. Teachers' job commitment can influence their efficiency and productivity¹⁹⁶. A committed teacher encourages and motivates students, leading to improved performance¹⁹⁷. On the other hand, teachers who are not committed with their careers can have a negative impact on students' learning and the overall performance of the schools. It is important to note that teachers' job commitment greatly influences their performance, which tends to influence students' academic performance. There is a need for teachers' needs and goals to align with school goals¹⁹⁸. When teachers' goals align with the school goals, they will devote their time and energy to achieve them. Moreover, it brings the

feeling of belongingness which leads to commitment. Teachers are more likely to remain committed with their jobs if there is good leadership and a positive school climate. To a greater extent school environment need to be satisfactory. When teachers' basic needs cannot be met, job commitment may be impossible¹⁹⁹. Most schools, especially in developing countries, are characterized by limited resources, diverse learners, and students' indiscipline, making the teaching profession challenging and stressful. A stressful teacher may not effectively implement the curriculum, consequently affecting education quality²⁰⁰. Most teachers find it challenging to cope with classroom management practices and the high demands from school leaders and even parents, leading to job discommitment²⁰¹. All of this has made the teaching profession more stressful than other occupations²⁰². Nobody wants a job that is likely to bring depression and anxiety. The education sector has been experiencing relatively high attrition rates than other professions such as engineering and law²⁰³. This reveals that there is a need to examine school factors that can be re-enforced or implemented to enhance teachers' job commitment.

Hygiene factors are those factors that do not lead to positive commitment for a long time, but if these factors are absent, they lead to discommitment. Therefore, hygiene factors are essential as they help to avoid discommitment. The two-factor theory may help secondary schools leaders to focus on enriching the school environment. However, school leaders need to note that hygiene factors alone cannot sustain commitment²⁰⁴. Workers seek commitment by achieving hygiene needs, for example, relationships on the job, working conditions, instructional materials²⁰⁵. Creating opportunities for teachers to come together is also essential; principals can

organize regular social programs where teachers can interact and feel more involved in school activities; for example, school leaders can promote the spirit of togetherness amongst staff members during these programs.

An environment where teachers can feel free and enjoy each other's warmth and love without any form of indifference is essential. However, hygiene needs are not long-lasting, so workers need motivators, such as professional development, personal growth, recognition, achievement, advancement, responsibility, and the work itself²⁰⁶. In most schools, teachers are discommitted because a majority of Herzberg's dissatisfiers are commonly found in the school environment²⁰⁷. Therefore, school leaders need to provide hygiene factors to reduce teachers' discommitment and be sure to include motivators because they are the factors that can sustain teachers' job commitment, leading to the effective implementation of the curriculum. According to Herzberg, motivational factors are called satisfiers. Motivational factors can lead to commitment which can enhance teachers' performance. Satisfiers are the key motivators to improving work performance. Employees find these factors intrinsically rewarding. As a motivational factor, school leaders can involve teachers in decision making. This can enhance teachers' engagement in school activities leading to job commitment.

Active participation of teachers in school activities can promote greater commitment and lower emotional stress²⁰⁸. The school activities should be made as interesting as possible since the basic assumption of Herzberg's theory is that the job or the activity itself is a powerful intrinsic motivator. When employees are motivated, they

tend to be more committed and committed. School leaders need to recognize teachers' efforts and appreciate their achievements.

2.3.9 School Discipline and Teacher Job Commitment

School discipline is an indispensable element in school management and a proficient of persuading teachers' job commitment. The disorderliness problems in schools was hierarchical as a major delinquent among students in secondary schools in Nigeria²¹⁰. The implementation of discipline through corporal means is now being condemned around the world. When teachers are not clever enough to impose discipline as a result of contradictory values, they feel insecure. Continuous negative labeling of students accompanied by teachers' unpunctuality, poor school environment, absenteeism, and poor teaching were causes of insubordination in the school. No doubt that in schools, students control and discipline is certainly not easy to maintain as it demands wisdom, co-operation, courage, diplomacy, firmness, and fairness²¹¹. Eventually, school indiscipline is a problem of great concern for policy makers, educators, and society. Indiscipline is an interactive disorder that is categorized as an act of misbehavior. It is frequently the cause a proportion of mental, passionate and also physical destruction²¹². Indiscipline is a complex phenomenon concerning its displays and causes as well as its purposes in the social, psychosocial and instructive fields²¹³. Thriving anti-social deeds in the society like smuggling, bribery, corruption, and black markets are rampant. If unchecked they provide wrong signals to sensitive minds of young students but might not automatically mean that the student will not do well in school²¹⁴. According to a study indiscipline in schools'

institutes' non-conformity to organizations' rules and regulations in admiration of school uniform, punctuality, noise making, homework, and class shirking²¹⁵.

2.3.10 School Health and Job Commitment

The concept of School Health is relatively uncommon since most management literature focuses on concepts, such as organizational culture, organizational stress, organizational commitment, business ethics and satisfaction, and are not directly related to the concept of OH; it is a “novel concept” and encompasses all those concepts mentioned above and provide more holistic perspective²¹⁶. A study defined organizational health as “the ability of any organization to perform its missions successfully”²¹⁷. A study have defined OH by the features that have a direct influence on employees' behavior, such as: communication, perception of organizational policies, competence of employees, manpower stability, their morale and demographic characteristics, management skills, work environment, cooperation, awareness of mission and education, and finally professional improvement and development. He introduced this concept as a new conceptualization and discussed its impact on OH in their study; they defined OH “in terms of how an organizations able to deal with the tensions of diverse and competing values”. For further development of OH concept in health organisations to help in clarifying the “different value tensions in health organisations”; they suggested using different theories as “health promotion theory, institutional organization theory, sense-making theory” in addition to management theories. School health is “used to conceptualize the organizational climate of schools”, the climate means here “school's academic norms, expectations and beliefs”.

It is the most important variable of schools' effectiveness. Accordingly; a study defined a healthy school as being "one in which the technical, managerial, and institutional levels are in harmony". In other words, the school is healthy as long as it meets its needs, adapts to the external subversive forces while focusing on its mission at the same time. In sum, the OH of the school is its capacity in achieving the desired goals through optimum use of the resources such as employees, premises, knowledge considering the wellbeing of teachers and students. Moreover; the healthy school is innovative and open organization, it has the capacity to invent new goals, procedures, plans and products to achieve continuous development in open environment of trust and transparency²¹⁸.

As it is well known in theoretical literature, theory emerges out of attempts to provide answers and explanations that link specific aspects to larger processes. Most sociological theories are developed out of a need to find solutions to "theoretical problems". The initial interest of concerned practical issues leads the theorists to give answers and explanations help the researchers to understand similar themes in a different time and place context. He suggested that researchers could employ the theory in generating new ideas to contribute in solving the theoretical problem, moreover; the theory suggests models of specific aspects and hypotheses, moreover; the researcher could produce a new theory after careful critical analysis of theories. The organizational theories are highly relevant to OH study, since they "describe, explain, and predict the complex interaction between organisations and their external environments".

Organizational theories are many and varied in light of their evolution since the early 20th century, which enriched management science as a result of what the “power of imaginative ideas developed in theoretical and empirical work”²¹⁹. Organizational theories are concerned with organizations’ goals, hierarchy, rules and internal structure, along with how the external factors affect the organization’s operations and outcomes; thus, the previously mentioned attempt of was within the organizational theory framework as long as they design dimensions as measures to assess the health of an organization in educational discipline. And provide explanatory frameworks that link specific aspects of the social society or the organization to a similar or larger one. Consequently, scholars from any subfields, such as health, education and other sectors, need to strengthen their empirical research by studying organizational theories. The first attempt in theorizing OH was conducted by Argyris and Miles, however, the developers of the OHI instrument built it on the foundations of the Parsonian social systems theory (SST), social systems targeting the human behavior and the social environment. Additionally, SST has been used to identify relationships that connect individuals and organisations, which ultimately contribute to a larger institution. Parson built the AGIL paradigm for identifying the four fundamental conditions that societies need to survive and develop: Adaptation, Goal Attainment, Integration, and Latency, thus; SST has its value in “explaining, predicting and controlling natural systems”. Consequently, the study will benefit from SST in analyzing the level of school organizational health.

Theories are formulated to explain, predict and understand empirical phenomena in the social world, according to a study, the theory is the “heart” of every sociological

project. Therefore, a theoretical framework is needed in researches for three reasons: to improve understanding and communication, produce fruitful discussion, and provide a practical reasoning. The theoretical framework introduces the theory that clarifies the research problem under investigation. Thus; it serves as a guide for the researcher due to its solidity and reliability which form an appropriate cornerstone to build the study on. The researchers build their studies of absenteeism on different theories; for instance, social exchange theory is used to make connections between experimental and real-life studies, it is the oldest theory which posits that human behavior is social interaction or exchanged activities. The statement of social exchange is “Social behavior is an exchange of goods, material goods but also non-material ones, such as the symbols of approval or prestige”²¹⁰. Consequently, most studies related to business and organisations with two sides or parties exchanging mutual benefits build on the social exchange theory. Moreover, joint interest and production are the consequences of social exchange, accordingly; from a social exchange perspective, an individual’s absence from work will defect the mutual benefits between the absentee and co-workers. The other theory is Herzberg’s theory of motivators and hygiene factors. The theory is summarized in ten job factors that contribute to employee satisfaction and affecting their attitudes about work, whereas “company policy, supervision, interpersonal relations, working conditions, and salary” are hygiene factors rather than motivators²¹¹. In return, Herzberg derived that “achievement, recognition, the work itself, responsibility, and advancement” work as motivators and promote satisfaction.

However, study on the most prominent researchers who developed the organizational health measurement tool for primary, middle (OH-M) and secondary schools (OH-S), which has been used up to this time. This system is what most of the subsequent studies were based and linked the school OH to students' achievement, teachers' commitment, teachers' adjustment, teacher efficacy, teacher functioning and other aspects of performance. While some of studies tried to link OH with some negative interactions which influence the performance of the school, such as conflict and teachers' burnout. Moreover, the following is a brief summary of the latest studies that explored the school Organizational Health. Carried out a study on the relationship between school OH and teachers' job satisfaction, the finding showed that there is a significant relationship between the two variables²¹¹. However, this finding has been supported by the finding of the study of whereas they explored how the OH of these schools, particularly the item of orderly learning environment, which is related to teacher efficacy, stress and job satisfaction. In 2014, Lee et al. examined the "influence of school's OH and occupational burnout on self-perceived health status of primary school teachers" in Taiwan, the findings revealed that when school enjoy better OH level, specifically institutional integrity and academic emphasis dimensions resulting better teachers perceive of school health status. Thus, they suggested that schools should establish good relations with the external environment such as parents and schools' strategic partners to reduce their teachers' burnout. Furthermore, they recommended to enhance teachers' morale dimension through providing job training and teaching resources to promote "student learning outcomes, teachers' job satisfaction and teachers' physical and mental health"²¹².

2.4 Conceptual Framework

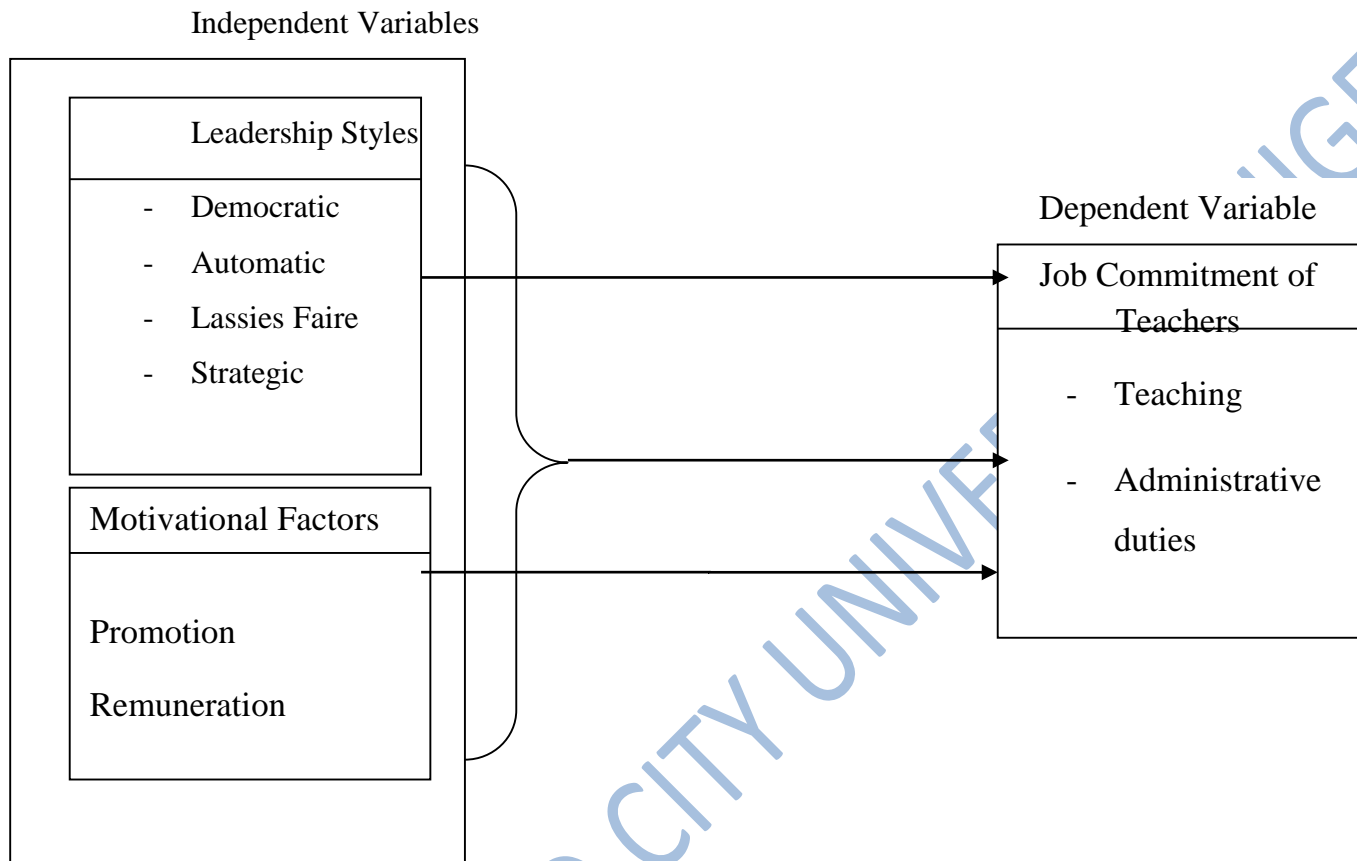


Figure1. A conceptual framework showing interconnectedness of leadership styles, motivation factors and job commitment of public secondary school teachers in Ibadan metropolis, Oyo State.

The conceptual framework presented above demonstrated the interconnection and interdependence of leadership styles and motivating factors to job commitment of public secondary school teachers in the Ibadan metropolis. It was discovered that the level of job commitment is likely to be dependent on the type of leadership style with which school principals lead, as well as the level of motivational indices such as promotion and remuneration. This implies that a teacher who is promoted as and when it is due is more likely to be committed to his or her job; additionally, a teacher who receives his or her remuneration on a consistent basis is more likely to devote

more energy to the job assigned to him or her in the schools. Similarly, the conceptual model above suggests that the style of leadership exhibited by the secondary school principal is likely to determine the level of passion such teacher will have for his or her work.

2.5 Summary of Reviewed Literature

All concepts in the title of the work were sufficiently reviewed. This includes: concept of leadership, Leadership is the act or process of influencing people so they will voluntarily share in achieving Organizational goals. It means the use of a leading strategy to offer inspiring motives and to enhance the staff's potential for growth and development, with support from external groups obtained. Leadership as a process depicts that it is a continuum of activity that gives room for no vacuum. A leader must first of all lead while others follow¹. The need to show doggedness, brevity and a sense of purpose is fundamental to a leader's effectiveness. Leadership styles depict the pattern of leaders' behavior that is typical of a given leader. It is a kind of relationship whereby someone uses his ways and methods to make many people work together for a common task. The word style means a combination of traits, characteristics, skills and behaviors that leaders use with their subordinates¹².

Transformational leadership is a process in which leaders and followers raise one another to higher levels of motivation and morality. The behavior of a transformational leader is found in the personal beliefs and values that the leader carries which ultimately propels the subordinates to do beyond what their leader expects¹⁷.

A university worker would perform better if given the opportunity to enjoy maximum freedom and encouragement in contributing to the task of the organization, without being coerced. This is because a transformational leader would always motivate his/her subordinates to engage in critical thinking and devise new ways of carrying out a task¹⁷.

Leaders who adopt a transactional approach to managing their organizations are less likely to generate enthusiasm and commitment to task objective. The leader focuses on having internal actors perform the tasks required for the organization to reach its desired goals. Transactional leadership aims to ensure that the path to goal attainment is clearly understood by internal actors.

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Bureaucratic leaders are most comfortable relying on a stated policy. They send a very direct message that policy dictates direction. The danger here is that leadership's greatest benefits, motivating and developing people, are ignored by bureaucratic leaders. It can also make leaders appear aloof and highly change adverse¹⁷.

Autocratic leaders are classic "do as I say" types. Autocratic leaders retain for themselves the decision-making rights and can damage an organization irreparably. There is no shared vision and little motivation beyond coercion. Commitment,

creativity and innovation are typically eliminated by autocratic leadership¹⁷. According to a study democratic leadership is one where decision-making is decentralized and shared by subordinates. While democratic leadership sounds good in theory, it often is bogged down in its own slow process, and results usually require an enormous amount of effort.

Strategic leader is the one who has clear vision, task, objective and policy to lead organization towards performance. In this way, strategic leaders encourage their employees to increase their performance. Strategic leaders scan the changing outdoor environment and express and executive policies which enhance organization performance.

Teachers' promotion towards higher ranks is another significant dimension and indicator in exploring their job commitment level. Promotions help teachers in enhancing their personal and professional growth, job responsibility, and social status. Limited opportunities regarding teachers' promotion negatively influence on their personality, motivation, self-esteem, morale and productivity of the organization. Job commitment is the feeling of responsibility that a person has towards the goals, mission, and vision of an organization. When an individual has job commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal. It is defined as the level of enthusiasm an employee has towards his/her tasks at a workplace³⁸.

The Social Exchange Theory (SET) which was reviewed to guide the study was developed to explain what influenced social behavior. In the theory, it was stated that

social behavior is an exchange of both material goods and non-material ones. The developer was interested in the psychological conditions that induce individuals to engage in exchange. A committed teacher could be rendered uncommitted if the principal leadership style conflicts with the tasks or role of the teacher. The way and manner the principal disciplines his staff, his consideration to his members of staff and his inspiration to staff are all likely to affect the teacher's productivity.

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Chapter Three

Methodology

In this chapter, an account of the methods that were used to achieve the research objectives was given. It takes into consideration, research design and population of the study, sample and sampling technique, validity and reliability of instruments, method of data collection and method of data analysis.

3.1 Research Design

The descriptive survey research design was adopted to achieve the objectives of the study. This is because the researcher did not manipulate the variables under study. Also, the design is suitable for studying large populations.

3.2 Population of the Study

The study population comprised of all public secondary school teachers in the two thousand and sixty-four (2,064) public secondary schools in Ibadan metropolis. Ibadan metropolis comprised eleven (11) local governments which are: Ibadan North, Ibadan North East, Ibadan North West, Ibadan South East and Ibadan South West, Akinyele, Egbeda, Ido, Lagelu, Oluyole and Ona-Ara local governments.

3.3 Sample and Sampling Techniques

Slovin's formula $n = \frac{N}{1 + Ne^2}$ was used to determine the number of public secondary schools to be chosen in each local government in Ibadan metropolis, as well as the number of teachers to be chosen in each of the sampled schools.

Following that, a simple random sampling technique was used to select schools and sample teachers in each of them. A summary of this is provided in table 3.1 below:

Table 3.1: Summary of Sample Frame Showing Sample and Sampling Techniques

S/N	LGA	Total Number of Public Schools	No. of Sampled Public Schools	No. of Public School Teachers	No. of Sampled Public School Teachers
1	Ibadan North,	42	38	275	162
2	Ibadan North East	34	31	153	110
3	Ibadan North West	13	12	92	74
4	Ibadan South East	40	36	168	118
5	Ibadan South West	36	33	198	132
6	Akinyele	35	32	210	137
7	Egbeda,	30	27	144	105
8	Ido	21	19	110	86
9	Lagelu,	26	24	147	107
10	Oluyole	27	25	123	94
11	Ona-Ara	33	30	117	90
Total	11	337	307	1737	1215

Source; Field survey, 2022

3.4 Research Instruments

A Self developed instrument Leadership Styles and Motivation Job Commitment Questionnaire LMJCQ was used to gather information for the study. LMJCQ was divided into sections A, B, C, D. Section A covers the demographic details of the respondents, such as gender, age range and years of teaching. Section B contains 12

items on job commitment, such as preparing lesson notes, attending meetings, attending school assemblies, ensuring classroom management, maintaining class control, using different methods to teach in the class, ensuring proper evaluation of learning objectives, discussing learning difficulties with other stakeholders, marking students' attendance, counseling students, and involving them in co-curricular activities with the options Always, Seldom, Rarely and Never. Section C contains 5 items on remuneration and 5 items on Promotion which are motivation indices with the options Very Good, Good, Bad, and Very Bad. Section D Contains 19 items on Principal leadership styles of democratic, autocratic, laisses faire and strategic leadership with the options Often, Seldom, Rarely and Never.

3.5 Validity of the Instrument

A variety of techniques were used to ensure the validity of the research instrument for this study in order to achieve the stated objectives. The researcher's supervisor validated the questionnaire. This was not done, however, without consulting with some other experts in the field of research item generation. The reason for scrutinizing the contents and construction of these instruments, particularly fine-tuning the items in the questionnaire, was to ensure that they were suitable for the study and accurately measured what was set out to measure.

3.6 Reliability of the Instrument

In order to establish the level of consistency of the instrument, a pilot test was carried out by administering the questionnaire to a group of private school teachers in the South-west local government area of Ibadan, Oyo State that has similar

characteristics to those intended to be studied. Cronbach's alpha coefficient $r = 0.75$ was generated meaning the instrument was reliable.

3.7 Administration of Instruments and Method of Data Collection

The study used primary data sources, specifically the distribution of copies of questionnaire. After obtaining prior permission from the school authority, the researcher visited the sampled schools for coordination purposes. To ensure a high rate of return, the researcher ensured that the instruments were given to the actual respondents and retrieved immediately after filling them out.

3.8 Method of Data Analysis

The information gathered were analyzed using both descriptive and inferential statistics. In other words, frequency counts, percentages, mean, and standard deviation were used to analyze responses to demographic characteristics and research questions, while multiple regression was used to test the hypotheses.

Chapter Four

Results and Discussion of Findings

In this chapter, data collected with the questionnaires distributed during the study were analyzed with different descriptive and inferential statistical methods using the statistical package for social science IBM version 26.0 in order to find answers to each question and test the hypotheses. The chapter is presented in the following subsections: Questionnaire Return Rate, Demographic Data Analysis, Presentation of answers to Research Questions, Test of Hypotheses and Discussion of Findings.

Questionnaire Return Rate

One thousand (1000) copies of the self-developed questionnaire were retrieved and found useful for the study based on the fact that they were filled in as instructed out of the one thousand two hundred and fifteen (1,215) copies that were administered to the respondents.

4.1 Demographic Data Analysis

Table 4.1: Gender of Teachers

S/N	Gender	Frequency	Percentage
1	Male	278	25.9
2	Female	722	74.1
Total		1000	100

Source; Field survey, 2022

Table 4.1 depicts the gender distribution of the teachers who participated in the study. Females were found to be more represented in the survey than males. In other words, whereas male respondents make up 278 (27.7%) of the total sampled, female respondents make up 722 (72.3%). This reflects the gender imbalance in the teaching profession, where females outweigh males. Male gender representation may be low owing to economic, societal, or psychological factors that make teaching less desirable for the male gender.

Table 4.2 Age Range of Teachers

S/N	Age Range	Frequency	Percentage
1	Less than 30 years	85	8.5
2	30-40 years	176	17.6
3	41-50 years	459	45.9
4	Above 50 years	280	28
Total		1000	100

Source; Fieldsurvey, 2022

Table 4.2 shows the age distribution of the teachers who participated in the research. According to the data, teachers between the ages of 41 and 50 are the most represented age group in the poll. Those over the age of 50 were followed by those between the ages of 30 and 40. According to the research, teachers under the age of

30 were also found to be the least sampled. The aforementioned analysis has relevance for the study since the majority of the sampled respondents are of an age where they understand the relevance of research and can contribute helpful information for the study. On the other hand, this is likely to increase the credibility of the study's conclusions.

4.2 Presentation of Data

4.2.1 Research Questions

Research Question One

What is the level of job commitment of secondary school teachers in Ibadan Metropolis, Oyo State?

Table 4.3: Level of Job Commitment of Secondary School Teachers in Ibadan Metropolis, Oyo State

S/N	I:	Always	Seldom	Rarely	Never	Mean	Std.	Remark
1	Prepare lesson notes regularly	821 (82.1%)	139 (13.9%)	34 (3.4%)	6 (0.6%)	3.78	.528	High
2	Attend staff meetings	735 (73.5%)	225 (22.5%)	34 (3.4%)	6 (0.6%)	3.69	.564	High
3	Attend school assembly	759 (75.9%)	201 (20.1%)	34 (3.4%)	6 (0.6%)	3.71	.556	High
4	Ensure classroom management	821 (82.1%)	139 (13.9%)	34 (3.4%)	6 (0.6%)	3.78	.528	High
5	Maintain class control	741 (74.1%)	220 (22.0%)	33 (3.3%)	6 (0.6%)	3.70	.560	High
6	Use different methods to teach in the class	645 (64.5%)	129 (12.9%)	173 (17.3%)	53 (5.3%)	3.37	.947	High
7	Improvise instructional materials	691 (69.1%)	126 (12.6%)	32 (3.2%)	151 (15.1%)	3.36	1.096	High
8	Ensure proper evaluation of learning objectives	675 (67.5%)	126 (12.6%)	72 (7.2%)	127 (12.7%)	3.35	1.065	High
9	Discuss students' learning difficulties with other stakeholders	654 (65.4%)	114 (11.4%)	31 (3.1%)	201 (20.1%)	3.22	1.201	High
10	Mark student 'attendants	821 (82.1%)	139 (13.9%)	34 (3.4%)	6 (0.6%)	3.78	0.528	High
11	Counsel students	650 (65.0%)	113 (11.3%)	30 (3.0%)	207 (20.7%)	3.21	1.211	High
12	Involve in co-curricular activities	669 (66.9%)	116 (11.6%)	34 (3.4%)	181 (18.1%)	3.27	1.164	High
Weighted Mean						3.52		High

Source; Fieldsurvey, 2022

Decision Rule: \bar{x} : < 2.5 Low Job Commitment, 2.5-2.99 Moderate Job Commitment, ≥ 3.00 is High Job Commitment

Table 4.4 presents responses to research question one on the level of job commitment of secondary school teachers in Oyo State. To achieve this, twelve items were designed to solicit a response. Analyses of the responses were discussed as follows: On a statement to determine how often teachers prepare lesson notes, 821

(82.1%) picked always, 139 (13.9%) went for seldom, 34 (3.4%) went for rarely, and 6 (0.6%) went for never. Also, on the item to ascertain whether staff members attended staff meetings, 735 (73.5%) went for always, 225 (22.5%) went for seldom, 34 (3.4%) went for rarely, and 6 (0.6%) picked the never option.

Furthermore, on the item to ensure classroom management, 821 (82.1%) responded to the always option, 139 (13.9%) went for seldom, 34 (3.4%) responded rarely, and 6 (0.6%) picked the never option. To determine the level of maintaining class control, 741 (74.1%) responded always, 220 (22.0%) picked seldom, 33 (3.3%) picked rarely, and 6 (0.6%) picked never. On using different methods to teach in the classroom, 645 (64.5%) picked the option, 129 (12.9%) picked seldom, 173 (17.3%) picked rarely, while 53 (5.3%) picked never for an option to the statement. On improvising instructional material, 691 (69.1%) picked always, 126 (12.6%) picked seldom, 32 (3.2%) went for the rarely option, and 151 (15.1%) picked the never option.

Similarly, another statement was asked to determine the evaluation of learning objectives. In response to this statement, 675 (67.5%) went for always, 114 (11.4%) went for seldom, 31 (3.1%) went for rarely, and 201 (20.1%) went for never. In the same vein, another statement was made to determine if students are allowed to discuss their learning difficulties with the teachers. 654 (65.4%) went for the always option, 114 (11.4%) went for seldom, 31 (3.1%) went for rarely, and 201 (20.1%) went for the never option. Similarly, in marking students' attendants, 821 (82.1%) always, 139 (13.9%) seldom, 34 (3.4%) rarely, and 6 (0.6%) never. Using counseling students as an indicator for teacher job commitment, 650 (65.0%) always, 113

(11.3%) seldom, 30 (3.0%) rarely, and 207 (20.7%) never. Finally, when it comes to being involved in co-curricular activities, 669 (66.9%) always, 116 (11.6%) seldom, 34 (3.4%) rarely, and 181 (18.1%) never. In all, considering the weighted average of 3.52 that was arrived at, the level of job commitment of public secondary school teachers in Ibadan metropolis, Oyo State is high.

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Research Question Two

What is the level of motivational factors (remuneration and promotion) of teachers' in public secondary schools in Ibadan metropolis, Oyo State?

Table 4.4: Level of Motivational Factors (remuneration and promotion) of Teachers' in Public Secondary Schools in Ibadan Metropolis, Oyo State

S/N	Remuneration	Very Good	Good	Bad	Very Bad	Mean	Std.	Remark
1	Existing salary structure	585 (58.5%)	232 (23.2%)	28 (2.8%)	155 (15.5%)	3.25	1.083	High
2	Consistency in salary payment	963 (96.3%)	23 (2.3%)	14 (1.4%)	00	3.95	0.277	High
3	Salary increment policy	316 (31.6%)	52 (5.2%)	330 (33.0%)	302 (30.2%)	2.38	1.214	Low
4	Tax deduction from salary	612 (61.2%)	147 (14.7%)	205 (20.5%)	36 (3.6%)	3.34	0.922	High
5	Purchasing power from your salary	256 (25.6%)	71 (7.1%)	108 (10.8%)	565 (56.5%)	2.02	1.289	Low
	Weighted Mean					2.98		Moderate
6	Promotion Chances of promotion	296 (29.6%)	226 (22.6%)	332 (33.2%)	146 (14.6%)	2.67	1.051	Moderate
7	Promotion Policy	378 (37.8%)	239 (23.9%)	240 (24.0%)	143 (14.3%)	2.85	1.081	Moderate
8	Consistency of promotion	356 (35.6%)	522 (12.2%)	122 (12.2%)	00	3.23	0.651	High
9	Criteria for promotion	668 (66.8%)	189 (18.6%)	146 (14.6%)	00	3.52	0.736	High
	Weighted Mean					3.07		High

Source; Fieldsurvey. 2022

Decision Rule: $\bar{x} : < 2.5$ Low Motivation, $2.5-2.99$ Moderate Motivation, ≥ 3.00 High Motivation

Table 4.5 presents analysis on responses to research question two, which was posed to determine the level of motivational factors of public secondary school teachers in Ibadan metropolis. Details of the responses are discussed as follows. 585 (58.5%) thought it was very good, 232 (23.2%) thought it was good, 28 (2.8%) thought it was bad, and 155 (15.5%) thought it was very bad. Similarly, on consistency in salary payment, 963 (96.3%) said it is very good, 23 (2.3%) said it is good, and 14 (1.4%) posited that it is bad, while none of the participants said the consistency of salary payment is bad. Similarly, on tax deduction from salary, 612 (61.2%) went for very good, 147 (14.7%) went for good, 205 (20.5%) went for bad, and 36 (3.6%) of the respondents went for the very bad option. On the purchasing power of the respondents, 256 (25.6%) said it was very good, 71 (7.1%) said it was good, 108 (10.8%) went for the bad option, while 565 (56.5%) went for the very bad option. On items on chances of promotion, 296 (29.6%) said it was very good, 226 (22.6%) went for the good option, 332 (33.2%) went for bad, and 146 (14.6%) went for the very bad option. On a statement on consistency in promotion, 356 (35.6%) went for very good, 522 (52.2%) went for good, 122 (12.2%) went for bad, and none of the respondents went for the very bad option. Finally, on the statement on criteria for promotion, 668 (66.8%) went for the very good option, 189 (18.6%) went for good, 146 (14.6%) went for bad, and none of the respondents went for the very bad option. In all, a weighted mean of 3.07 was arrived at, meaning the level of motivational factors (promotion and remuneration) is high. However, separately, remuneration is moderate while promotion is high.

Research Question Three

What is the mostly used leadership style in public secondary schools Ibadan metropolis, Oyo State

Table 4.5: Summary of Mode showing most used leadership style in public secondary schools in Oyo State

S/N	Leadership Style	Frequency	Percentage	Rank
1	Strategic	803	80.3	1 st
2	Autocratic	788	78.8	2 nd
3	Laisses Faire	464	46.4	3 rd
4	Democratic	285	28.5	4 th

N = 1000

Source; Fieldsurvey, 2022

Table 4.5 presents the most commonly used leadership styles in public secondary schools in Oyo State. using mode. It shows that the mostly used leadership style in public secondary schools in Oyo State is strategic (80.3%), this is followed by autocratic style (78.8%), laisses faire style (46.4%) and democratic style (28.5%) respectively.

4.2.2 Presentation of Test of Hypotheses

Hypothesis One

H₀₁: There is no significant combined influence of leadership styles (democratic, autocratic, laisses faire and strategic) and motivational factors (promotion and remuneration) on secondary school teacher's job commitment in Ibadan metropolis, Oyo State

Table 4.6: Summary of Regression Analysis Showing Combined Influence of Leadership Styles (democratic, autocratic, laissez faire and strategic) and Motivational Factors (promotion and remuneration) on Secondary School Teacher’s Job Commitment in Ibadan Metropolis, Oyo State

R = .987
R² = .974
Adj. R² = .974
Std. Error = .170
ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1066.810	6	177.802	6151.648	.000
Residual	28.701	993	.029		
Total	1095.511	999			

Dependent Variable Job Commitment

Predictors: Variable: leadership styles (democratic, autocratic, laissez faire and strategic) and motivational factors (promotion and remuneration)

Table 4.6 summarizes the combined influence of leadership styles (democratic, autocratic, laissez-faire, and strategic) and motivational factors (promotion and remuneration) on secondary school teachers' job commitment in Ibadan metropolis. When the null hypothesis was tested, the p value (0.000) was less than 0.05, indicating that there is a significant influence. Further verification from the table revealed (F = 6151.648), meaning the independent variables have a significant influence on the dependent variable. The results also revealed that (Adj. R² =.974), indicating that independent variables (leadership styles and motivational factors) account for 97 percent of the variation when considered together. As a result, the null hypothesis that states that there is no significant combined influence of leadership styles (democratic, autocratic, laissez faire, and strategic) and motivational factors (promotion and remuneration) on secondary school teachers' job commitment in Ibadan metropolis was rejected at the 0.05 level of significance. Therefore, the null

hypothesis, which states that there is no significant influence of leadership styles and motivational factors on the job commitment of secondary school teachers in Ibadan metropolis, Oyo State, was rejected.

Hypothesis Two

H₀₂: There is no significant relative influence of leadership styles (democratic, autocratic, laissez faire and strategic) and motivational factors (promotion and remuneration) on secondary school teacher's job commitment in Ibadan metropolis, Oyo State.

Table 4.7: Summary of Regression Analysis Showing Relative Influence of Leadership Styles (democratic, autocratic, laissez faire and strategic) and Motivational Factors (promotion and remuneration) on Secondary School Teacher's Job Commitment in Ibadan Metropolis, Oyo State

	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	.436	.037		11.817	.000
Promotion	.011	.002	.038	5.679	.000
Remuneration	.005	.002	.016	2.139	.033
Democratic Leadership Style	.002	.003	.007	.727	.468
Autocratic Leadership Style	.003	.002	.016	1.171	.242
Laissez Faire Leadership Style	.000	.002	.001	.167	.867
Strategic Leadership Style	.229	.003	.959	87.096	.000

a. Dependent Variable: Job Commitment

Source, Fieldsurvey, 2022

The summary of the regression of the relative influence of leadership styles and motivational factors on the job commitment of secondary school teachers in Ibadan metropolis, Oyo State is presented in table 4.7. In other words, when the influence of the independent variables were considered separately, the results showed that promotion, remuneration, and strategic leadership styles are significant while democratic, laissez-faire, and autocratic leadership are not. The result further revealed that strategic leadership (Beta = 0.959, $t = 87.096$, $p < 0.05$) has the most significant influence on a teacher's job commitment. This was followed by promotion (Beta = 0.38, $t = 5.679$, $p < 0.05$) while remuneration (Beta = 0.16, $t = 2.139$, $p < 0.05$) had the least significant influence on a teacher's job commitment.

4.3 Discussion of Findings

Question one of the research is on the level of job commitment of secondary school teachers in Oyo State. Twelve items were created to elicit a reaction in order to do this. The findings revealed that public secondary school teachers had a high level of job commitment. This could be the result of a variety of factors, including a shift in Oyo State's government policy regarding the payment of salaries to government employees, including public secondary school teachers, the implementation of quality control measures in the state's teaching service commission, and other actions taken by the state's current administration in support of educational development and instruction quality. This finding contrasts with the submission of a research that indicated that low levels of teacher commitment resulted in worse student success, less sympathy for kids, and a lesser tolerance for frustration in the classroom¹.

According to a similar research, one of the major variables influencing the quality of education in Nigeria is a lack of commitment to work².

The second research question sought to ascertain the degree of motivating factors (promotion and salary) for teachers in public secondary schools in the Ibadan metropolitan. According to the findings, the degree of incentive variables (promotion and remuneration) is high. Separately, however, salaries are low while promotions are considerable. This result is most likely the reason why these teachers' job commitment is so high in the preceding results. This finding is consistent with the findings of research that discovered that teachers and other school personnel tend to remain pleased and moderately devoted as long as their salaries are paid on time and they are promoted on a regular basis³.

According to a comparable research, salary, allowances, and promotion are the primary elements that impact teachers' views toward their profession and dedication in general. In the same spirit, a research concluded that fast payment of salaries resulted in a higher commitment to teaching⁴. On the contrary, a research indicated that one of the greatest issues confronting the teaching profession in Nigeria is irregular salary payment⁵. According to the survey, practicing teachers are most concerned about late salary payments and non-payment of fringe benefits, rather than other non-monetary incentives⁶. Similarly, school principals frequently complained about teachers who were unwilling to work due to salary delays. According to a linked survey, the average low-income teacher wishes for a big pay boost and believes that a living wage will greatly enhance their commitment⁷.

The test of hypothesis one on the combined influence of leadership styles (democratic, autocratic, laissez-faire, and strategic) and motivational factors (promotion and remuneration) on secondary school teachers' job commitment in Ibadan metropolis was found significant and the null hypothesis was rejected at 0.05 level of significance. This finding is in line with the submission of a study that posited that any achievement in secondary school is dependent on three identifiable leadership styles, namely autocratic, democratic, and laissez-faire⁸. The study further states that the autocratic leadership style appears generally self-centered and allows minimum participation of the subordinate in decision making⁹. The democratic leadership style is rather people-oriented and counts on the participatory contribution of their subordinate. He noted that it permits initiatives, originality, and creativity in the school work and operations and promotes hard work among the subordinates⁹. Similarly, a research discovered that leadership style and leadership quality influence job and work performance in an organization¹⁰. A related research claimed that the impacts of leadership on the quality of life of teachers at work were comparable¹¹. They discovered that the more principals participated in personally empowering behaviors, the more instructors believed they had options in completing their task and the higher influence they perceived they could create via their efforts. According to another survey, leadership style may have a good impact on students' attitudes and learning¹². Improving teacher morale not only made education more appealing to teachers, but it also made the process a richer and more effective learning experience. According to another study, the principal's key role is to establish a favorable environment for the teacher to be able to make desired improvements.

Principals may therefore support successful performance of their instructors by understanding their requirements and attempting to satisfy and meet them¹³. The principal's leadership style is evident in his activities, which cause him to be recognized as a group leader. Many people feel that when there are effective education plans, good school programs, appropriate personnel and facilities, what is more necessary is competent administrative leadership to coordinate all of these for the school's success and achievement. The capacity to lead effectively, organize a difficult issue, and demonstrate care for people and material resources available is essential for every good leader. According to a similar study, the majority of success and failure in secondary school administration and other institutions is primarily determined by the effect of leaders on their subordinates¹⁴.

The null hypothesis was rejected at the 0.05 level of significance after the test of hypothesis two on the relative influence of leadership styles and motivating variables on the job commitment of secondary school teachers in Ibadan metropolitan, Oyo State, revealed a significant influence. A research confirmed these findings, positing that motivation plays a significant role in the school, increasing job satisfaction as well as teacher productivity, which usually translates to high job commitment and goal completion in an efficient manner. Furthermore, in every educational system, teachers' performance may be increased through incentive. A comparable study concluded that teachers must be motivated in order to improve their work happiness and performance¹⁵. Another research contends that teachers perform at their best when they are provided incentives, are satisfied with their work, and are made to believe that their interests are taken into account. According to one academic, if

teachers are to be kept in order to increase student performance, it is critical that they are appropriately motivated on a regular basis so that they are equally pleased with their profession¹⁶. In a related study, it was proven that welfare programs are the tactics used to motivate teachers to perform better on the job. These take the shape of wage increases, gratuities, and frequent promotions, as well as job stability and the establishment of amicable relationships among teachers¹⁷.

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Chapter Five

Conclusion

This chapter dealt with the summary of the study, conclusion, recommendation, contributions to knowledge and area for further studies. It was presented in the following sub-headings: summary of findings, conclusion, recommendations, contribution to knowledge and suggestion for further studies.

5.1 Summary of Findings

The level of job commitment of public secondary school teachers is high (mean = 3.52), level of motivational factors (promotion and remuneration) is high (mean = 3.03). However, separately, remuneration (mean = 2.98) is moderate while promotion (mean = 3.07) is high. Strategic leadership style is the most commonly used in public secondary schools in Oyo. Result further showed that the mostly used leadership style in public secondary schools in Oyo State is strategic (80.3%), this is followed by autocratic style (78.8%), laissez faire style (46.4%) and democratic style (28.5%) respectively.

There was a significant combined influence of leadership styles (democratic, autocratic, laissez-faire, and strategic) and motivational factors (promotion and remuneration) on secondary school teachers' job commitment in Ibadan metropolis. It also revealed that leadership styles and motivational factors accounts for 97 percent of the variation in the influence when considered together.

As regards the relative influence of leadership styles and motivational factors on the job commitment of secondary school teachers in Ibadan metropolis, Oyo State, result

revealed that strategic leadership has the most significant influence on teacher's job commitment.

($\beta = .959$; $t = 87.096$) This was followed by promotion ($\beta = 038$; $t = 5.679$) while remuneration had the least significant influence on a teacher's job commitment ($\beta = 016$; $t = 2.139$).

5.2 Conclusion

Based on the findings of the study it was revealed that the level of job commitment of public secondary school teachers is high, level of motivational factors (promotion and remuneration) is high. However, separately, remuneration is moderate while promotion is high.

Strategic leadership style is the most commonly used style in public secondary schools in Oyo State. This is followed by a strategic, democratic and laissez faire respectively.

There was a significant combined influence of leadership styles and motivational factors on the job commitment of secondary school teachers in Ibadan metropolis, Oyo State.

There was a significant relative influence of leadership styles and motivational factors on the job commitment of secondary school teachers in Ibadan metropolis. Result further revealed that strategic leadership style has the most significant influence on a teacher's job commitment. This was followed by promotion while remuneration had the least significant influence on the teacher's job commitment.

5.3 Recommendations

1. Principals of secondary schools in Oyo State are encouraged to continue using strategic leadership style, which has been proven to have the greatest influence on teachers' job commitment when compared to other leadership styles.
2. The Oyo State government should ensure that measures put in place to increase the job commitment of public secondary school teachers are maintained and sustained. This may include prompt payment of teacher whose salary and regular promotion.
3. School leaders (principals) should work with the government to put in place measures that would encourage teachers to be more committed. This may entail selecting the appropriate leadership style, establishing checks and balances, motivating employees, and supervising them.
4. Training and workshops on leadership should be made available to principals.
5. The government should ensure only people who possess good leadership competencies, both innate and acquired, are enrolled to lead the school.

5.4 Contribution to knowledge

This research provided a comprehensive examination of the concepts of job commitment, leadership styles, and motivating factors. It adds to the body of knowledge by demonstrating that there is a considerable combined and relative influence of leadership styles and motivating variables on the job commitment of public secondary school teachers in Ibadan metropolitan, Ibadan, Oyo State. The study also supplied important information for policy creation on promotion and teacher salary payment, which might have an influence on public secondary school teachers' employment commitment.

5.5 Suggestion for Further Studies

Researchers intending to consider related title may decide to use another research method other than the one used in this study such may include qualitative method.

This will further help to determine how consistent or non-consistent the findings are in the same environment. Further studies may also consider increasing the population or another population entirely to determine if the result will be consistent in different population.

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Lead City University

Faculty of Arts and Education

Department of Arts and Social Sciences Education

Principal Leadership Styles Motivation factors and Job Commitment Questionnaire

(PLMJCQ)

Dear Esteemed Respondent, this instrument is designed to collect information on research title stated above, please note that any information given is strictly meant for research purpose and shall be treated with utmost confidentiality, hence, your sincere response to all items in the instrument is highly solicited.

Yours Sincerely,

The Researcher

Section A

Instruction

Pease, tick the space provided in front of the option that best fit your responses to the questions below

1. Gender: Male () Female ()
2. Age Range: Less than 30 yrs () 31-40yrs () Above 50 yrs ()
3. Years of Teaching in the present school: Less than 10yrs () 11-20yrs
() 21-30yrs () Above 30yrs ()
4. Years of Teaching Experience: Less than 5yrs () 6-10 () 11-15yrs ()
() 16-20yrs () Above 20yrs ()

Section B

This section contains item to determine level of job commitment of secondary school teachers, please, respond to items in the table below as it applies to you.

S/N	Items on Job Commitment. I:	Always	Seldom	Rarely	Never
1	Prepare lesson notes regularly				
2	Attend staff meetings				
3	Attend school assembly				
4	Ensure classroom management				
5	Maintain class control				
6	Use different methods to teach in the class				
7	Improvise instructional materials				
8	Ensure proper evaluation of learning objectives				
9	Discuss students' learning difficulties with other stakeholders				
10	Mark student 'attendants				
11	Counsel students				
12	Involve in co-curricular activities				

Section C

This section contain items to collect information on motivational indices (promotion and remuneration), please use the scale below to respond to the items in the table as it applies to you. Please note that no answer is right or wrong.

Very Good (VG), Good (G), Bad (B), very Bad (VB)

How would you rate following in your school:

S/N	Remuneration	Very Good	Good	Bad	Very Bad
1	Existing salary structure				
2	Consistency in salary payment				
3	Salary increment policy				
4	Tax deduction from salary				
5	Purchasing power from your salary				
	Promotion				
6	Chances of promotion				
7	Promotion Policy				
8	Consistency of promotion				
9	Salary increment attached to promotion				
10	Criteria for promotion				

Section D

Principal Leadership Styles

This section contain items on leadership styles, please be honest with your choice as there are no right or wrong answers.

S/N	My principal	Often	Seldom	Rarely	Never
	Democratic Leadership Style				
1	Gives the opportunity to participate in running of the school				
2	Exchange ideas freely with sub –ordinates				
3	Focus on group equality and the free flow of idea				
4	Offer guidance and control				
	Autocratic Leadership Style				
5	Allows little or no input from staff				
6	Make almost all of the decisions				
7	Dictate work methods and processes				
8	Leaves staff felling like they aren't trusted with decisions or important tasks				
9	Create highly structured and very rigid environment				
10	Discourages creativity and out-of-the box thinking				
11	Establishes rules and tends to be clearly outlined and communicated				
	Laisses Faire Leadership style				
12	Left decisions to employees				
13	Comfortable with mistakes				
14	Delegate tasks to subordinate always				
15	Possess conceptual thinking ability				
	Strategic Leadership Style				
16	Formulate strategies to provide information from different sources				
17	Create vision				
18	Ensure that actions go according to the planning of the organization				
19	Create conditions in which workers can motivate themselves				

Section E

Please use the scale below to respond and note that no response is right or wrong

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Items	SA	A	D	SD
1	The existing salary structure in my school makes me committed to my job				
2	Consistency in salary payment in my school makes me committed to my job				
3	Salary increment policy in teaching profession make me committed to my job				
4	Tax deduction from salary makes me committed to my job				
5	Purchasing power from your salary makes me committed to my job				
6	Chance of promotion in my makes me committed to my job				
7	Promotion policy in my job makes me committed to my job				
8	Consistency of promotion in my job makes me committed to my job				
9	Salary increment attached to promotion in my job makes me committed to my job				
10	The criteria with which I would be promoted makes me committed to my job				
11	My principal gives opportunity to participate in running of the school, hence I am committed to my job				
12	I am allowed to exchange ideas freely, hence, I am committed to my job				
13	My principal do not allow little or no input from me, hence, I am not committed to my job				
14	My principals makes almost all of the decisions in the school, this has often make not committed to the job				
15	My principal dictate work methods and processes and this has made me not committed to my job				
16	My principal create highly structured and very rigid environments which has made me not committed to my job				
17	My principal does not complain about my mistakes and this has made me not committed to my job				
18	My principal formulate strategies to provide information from different sources and this has helped me committed to my job				
19	My principal creates conditions in which workers can motivate themselves and this has helped me committed to my job				

Bio Data

Personal Data

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Managing Director of Face Square Plus Limited.

Research Interest:

Educational Leadership, Employees'
Motivation and Job Commitment

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The University Compliance Form

This is to certify that this thesis by David Adeshina, ADEBIYI in the Department of Arts and Social Science Education, Faculty of Arts and Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved University format and style.

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