

Teachers' Commitment and Job Performance: A Study of Schools in Jos North Local Government Area, Plateau State, Nigeria

Wapmuk, Shitnaan Emmanuel, Botsha, Josephine Yakubu, Kusa, Nanfa Danjuma, Goma, Ruth Panshak

Department of Business Administration, Faculty of Management Sciences, University of Jos, Nigeria

Abstract: This study examined the effect of teachers' commitment on job performance. The study population included primary school teachers of Jos North Local Government Area, Plateau State, Nigeria. A questionnaire was adapted and administered to the sample of 306 respondents of which 278 questionnaires were filled and returned representing (91%) response rate which was used for data analysis. Homogeneous purposive sampling was adopted and the data collected were analyzed using multiple regression. The study revealed that affective, and normative commitment leads to an increase in job performance. Drawing from the findings, the study showed that affective, and normative commitment had significant effects on job performance. The study recommended that school administrators and managers should encourage employees to have positive feelings of identification with, attachment to the work organisation, management should also encourage and motivate employees to have a sense of belonging and identification to increases their involvement in the organisation's goals and thus desire to remain with the organisation.

Keywords: Affective Commitment, Normative Commitment, Teachers' Commitment, Job Performance

I. INTRODUCTION

A teacher's development performance style is defined by their perceptual and cognitive world views. The educational system is one of the most vital social institutions for modern socioeconomic, technological, and scientific progress. That makes teachers the most important educational resource. Any educational system's success depends on its teachers' performance. Teachers are a valuable resource in the educational sector, and their commitment is one of the key criteria used to assess their job performance. Globally, there is an increasing demand for qualified teachers. The extraordinary expansion of school education, particularly in developing nations, has heightened this demand (Chavan, 2014).

Job performance is defined as an individual's personal ability to successfully do the task allocated to them, within the standard restrictions of reasonable resource utilisation. It is well acknowledged that teachers' instructional performance influences students' academic attainment (Panda & Mohanty, 2003). Job performance is the expected value of an employee's actions over a specific period (Motowidlo, Borman, & Schmidt, 1997). This definition, while technical, has specific ideas worth dissecting. Performance is a

characteristic of work-related behaviour. Schoolteacher performance significantly adds to school effectiveness by attaining educational goals. In a study, teachers' performance predicts school effectiveness, which helps establish an effective educational system (Mustafa & Pinar, 2019). Thus, school management' attitude, communication, and career investment and development style can impact instructors' performance (Demet & Erkut, 2018). To be acknowledged among educational institutions, schools must keep excellent teachers, who are vital in developing an ordinary person into a creative, smart, and dynamic individual (Imran & Allil, 2017).

Teachers are a nation's strength. To develop outstanding teachers, one must understand the components involved. Thus, variables impacting teacher commitment in schools and wider education systems must be the focus of critical study leading to reform and transformation in classrooms, lecture halls, schools, institutions, and learning centres, as well as national education systems. One of the most significant factors of school staff effectiveness is teacher commitment. Teachers' devotion seems to be an important aspect of any learning institution's success. The degree of a positive, emotive link between the teacher, his students, and the school. Loyalty does not refer to a passive form of involvement with students, school, or employment. Rather, it represents instructors' motivation, excitement, and job happiness, as well as their efficacy and effectiveness. Employee commitment is valued by employers because it reduces withdrawal behaviours like tardiness, absenteeism, and turnover. These values appear to have major implications for total teacher dedication and organisational effectiveness. Teachers who are committed to contributing time and energy to the achievement of organisational goals are increasingly recognised as a learning institution's most valuable asset (Hunjra, Ali, Chani, Khan, & Rehman, 2010). They supply the intellectual capital that many educational institutions rely on (Hunjra, et. al., 2010). Meyer and Allen (1991) established a multidimensional model of commitment with three components: affective, normative, and continuation commitment. This study focuses on affective and normative commitment. Identifying with and participating in the organisation is known as affective commitment (AC). Normative commitment (NC) refers to an employee's opinion

that it is proper and moral to stay with the organisation, whereas job performance is the dependent construct.

The issues that primary school teachers face in their professions in Jos North L.G.A, Plateau State, are of major relevance in current education research. Teachers' strikes, redundancy, poverty, insecurity of life and property, underfunding, lack of facilities, late salary payments, and the impacts of the economic crisis have all conspired in recent times to make teaching in primary schools unappealing and difficult in Nigeria. These issues are increasingly being acknowledged as important difficulties that have posed obstacles to teachers' dedication and the quality of education in Nigerian states (Peretomode & Bello, 2018). Teachers in school environments rely on interactions with many other school members to achieve their teaching objectives (cf. Van Maele & Van Houtte, 2012). As a result, the priority placed on enhanced induction for primary school teachers has not yet resulted in the widespread implementation of effective programmes in schools. Another NCES report on this topic (Ingersoll, 1996a) found that, while the majority of schools provided formal mentoring programmes for teachers, only a minority of schools' teaching staffs strongly agreed that effective assistance was provided for primary school teachers, regardless of programme or source. Furthermore, the data showed that whether or not a school had a mentor programme did not affect the distribution of teachers' reports of the usefulness of such help. In either case, only approximately 20% of schools' staff strongly agreed that the help was effective. Furthermore, the current analysis confirms that a school with a programme to support beginning teachers is less essential for teacher commitment than the quality of assistance allegedly provided to newcomers.

II. LITERATURE REVIEW

Concept of Job Performance

Job performance is described as an employee's method of accomplishing a task per the organization's stated standards, and it is measured by the level of contribution to the organization's success (AZ, 2017). According to Yeh and Hong (2012), employee performance is reflected in the quality and quantity of the task, implying that employee performance is related to productivity. According to Liwei and Erdong (2011), job performance is separated into two parts: the output of the persons and what they have done, and the attitude of the individual while performing their responsibilities. Employee performance, according to Motowidlo (2003), is the behaviour that the organisation expects of its employees when they accomplish their jobs.

Job performance is a necessary prerequisite for performance management. A job is a collection of interconnected tasks, duties, and responsibilities that a job holder must carry out, whereas performance is a behaviour or action that is relevant to the organization's goals and that can be measured in terms of the level of proficiency or contribution to goals represented by a specific or set of actions (John & Campbell, 1988).

Regardless of the circumstances and situations, an employee's job performance at his or her workplace is a source of concern for all organisations. As a result, employees are regarded as a vital asset to their organisations (Qureshi & Ramay, 2006). A good performance of an organization's personnel leads to a good organisational performance, making the organisation more successful and effective, and vice versa (Armstrong & Baron, 1998).

Concept of Teachers' Commitment

Fu and Deshpande (2013) discovered that the level of employee identification in the organisation, rather than the level of acceptance of the changes, assesses commitment. Suparjo and Darmanto (2015) discovered that commitment is demonstrated by employees' belief in the organization's ideals. Kim (2013) defined organisational commitment, in the same way, defining it as the bond that employees develop with their organisation during their tenure. According to Vakola and Nikolaou (2005), when individuals enter an organisation, they anticipate having what they need, and if the organisation meets those requirements, the individual will be devoted to the organisation. They also defined commitment in three dimensions: acceptance of the organization's principles and standards, the willingness of employees to do their best and additional effort to achieve organisational goals, and a strong desire to be a member who strongly belongs to the organisation. According to Akram, Afzal, and Ramay (2017), commitment is the attitude of employees in an organisation and may be measured by a variety of parameters.

Teachers' commitment, according to Akintayo (2010), can be described as the degree to which the employee feels devoted to their organisation. According to Ongori (2007), instructors' dedication is an effective reaction to the entire organisation, as is the level of connection or loyalty employees feel towards the organisation. There are various advantages to working in an organisation where dedication is strong. These include, among other things, teamwork, job satisfaction, participative decision making, openness, dedication to duty, responsible and highly productive workers, decreased employee turnover, fewer arguments and conflicts, and unexplained absences from work (Asurakutlu, 2007; Bayukdere & Solmus, 2006 and Benkhoff, 1997). One of the most important determinants for the future success of education and schools has been identified as teacher dedication (Huberman, 1993). Teacher commitment is intimately related to teachers' work performance and their ability to innovate and integrate new ideas into their practice, absenteeism, and staff turnover, as well as having a significant impact on kids' academic progress and attitudes about school (Firestone, 1996). Professionalization of teachers will result in increased commitment, which will improve teachers' performance, resulting in increases in student learning. Not unexpectedly, teacher dedication has received a considerable lot of attention in educational research (Miskel & Ogawa, 1988; Reyes, 1990; Rowan, 1990; Rosenholtz, 1989). Furthermore, the Australian Association of Education (AARE, 2004) acknowledged that

the degree to which teachers "commit themselves to their schools, students, educational activities, profession, colleagues, and society is extremely important" (Karluki, Ndirangu, Song & Lake, 2014). Organizational commitment, according to Porter, Steers, Mowday, and Boulian (1974), is defined by three factors: the desire to remain in an organisation, the willingness to exert significant efforts on its behalf, and belief in and acceptance of its goals and values.

Concept of Affective Commitment

Affective commitment is the passionate connection between employees and the organisation, as well as the linkage of employees with the organization's achievements. Affective commitment is a positive outlook on the organisation (Singh & Gupta, 2015). Employees with high affective commitment will stay with the firm because they want to.

"Affective commitment" is defined as "good feelings of identification with, attachment to, and participation in the workplace" (Meyer & Allen, 1984). Employees with high affective commitment stay because they want to, while high continuance commitment employees stay because they must (Allen & Meyer, 1990). Involvement in the organization's aims and thus willingness to stay with the organisation are viewed as traits of affectively committed personnel (Meyer & Allen, 1991). Affective commitment is linked to excellent outcomes for the organisation (Meyer & Allen, 1997). Affective commitment occurs when an individual feels emotionally connected to the organisation and sees personal and organisational goals as aligned. Employees with high affective commitment stay with the company because they want to (Meyer & Allen, 1997).

Allen and Meyer (1997) define organisational commitment as an affective or emotional relationship to an organisation that an individual identifies with, participates in, and appreciates membership in. This is true for any outcome variable, including the focal behaviour (Meyer & Allen, 1991). Individual members' sense of possession and psychological connection to an organisation as a whole, including organisational culture and climate, senior management's attitudes, corporate goals and vision, the reputation of the organisation, and corporate policies and procedures, Mayhew and M. dan Gardner (2007). A multi-commitment workplace includes affective organisational commitment.

Explaining what affective organisational commitment means in terms of relationships, interests, housing, quality of life, health, and fitness. A worker's emotional tie to a corporation. People who have a strong sense of belonging to their firm and its goals will typically reject lucrative job offers from other companies (Business dictionary, 2018). Effective schools foster a culture of lifelong learning that pushes all personnel to excel. Importantly, strong school leaders know how to integrate professional learning into a comprehensive student and school improvement approach. This is characterised as instructors' belief and acceptance of the school's goals and values attempts to achieve those goals and values, and strong

desire to maintain school membership. This definition uses the organisational commitment idea (Mowday, Porter, & Steers, 1979).

Effective schools expect all staff to be leaders. Teams and individuals show leadership and accept leadership duties to help improve schools. Teachers are expected to be part of a learning community that appreciates and believes in continuous growth. Effective schools are learning communities with a culture of collaboration and collaborative accountability for improving teaching and student accomplishment. Teachers cannot expect students to establish vibrant learning communities if they are not nourished professionally (Department of Education & Training, 2004).

Being a part of a learning community implies contributing to the school's knowledge base. It is about sharing knowledge for the benefit of the community and achieving its goals and vision. A learning community supports diversity and strives to improve teaching for all members. This leads to new understandings, insights, and practices. Teachers are adult learners who come from diverse backgrounds, operate in a range of contexts, and respond to the needs of diverse students. They acknowledge that teachers have unique requirements, learning goals, and prior knowledge and experience that influence the style of learning they choose.

Concept of Normative Commitment

Normative commitment is the sense of workable devotion to business. People stay loyal to an organisation when they feel obligated to repay it for investing in them through training, research, and development (Singh & Gupta, 2015). The organisation will want employees with high normative commitment.

In other words, how long do employees feel they should stay at their company. Normatively committed employees believe they should stay put. They also believe leaving their company would be disastrous, which makes them feel guilty. Employees often feel guilty about leaving because they believe they will leave a knowledge/skill hole, increasing the strain on their colleagues. Such feelings can and do negatively impact employee performance. Meyer and Allen (1997) define normative commitment as an obligation to work. In reality, individuals do not want to quit the organisation. A person feels at home in an organisation. Employees enjoy organisations, so they demonstrate their concern. Looking for status, favours, and rewards reveals a sense of commitment, duty, and obligation. Normative commitment is defined as an individual's commitment to an organization's morale and status advancement in the future year (March & Mannari, 1977). Normative commitment promotes long-term employment, high productivity, and job happiness (Aamodt, 2007). Moreover, devoted employees outperform less committed employees (Adekola, 2012). Buchanan (1974) explains five characteristics of organisational commitment: strong desire to join, acceptance of organisational principles and aims, desire to achieve organisational goals, positive

appraisal, and willingness to put in the substantial effort. To pursue organisational benefits and maintain organisational standing, one must believe in value acceptance and organisational goals (Mowday, Porter & Steers, 1982).

III. CONCEPTUAL FRAMEWORK

The conceptual framework for the study is presented below:

Teachers Commitment

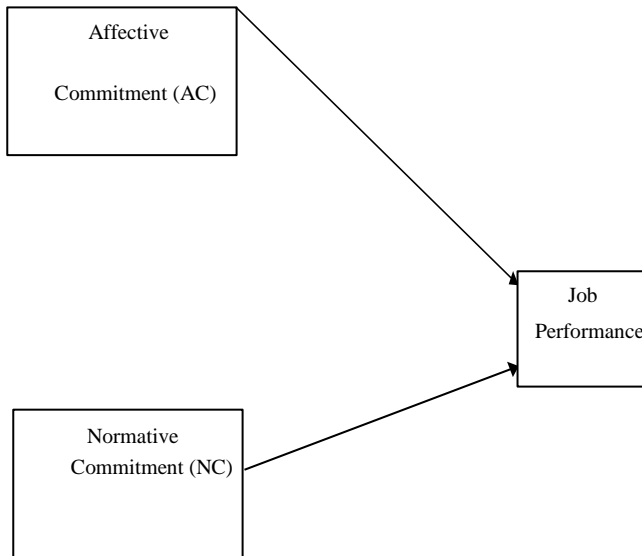


Figure 1. Conceptual Framework

III. THEORETICAL REVIEW

The study derived its theoretical base from the theory of performance.

Theory of Performance

The act of performing entails a complex set of activities combining talents and knowledge. The Theory of Performance (ToP) builds on six fundamental concepts to provide a framework that can explain both performance and improvement. To perform is to deliver value. A performer is an individual or a group of people who work together. Performance level describes where you are on the trip. Context, knowledge, skills, identity, personal variables, and fixed factors all influence current performance. Three axioms for improving performance are proposed. The mindset of a performer, absorption in an enriching environment, and introspective practice. Organisations require exceptional performers to fulfil their goals, deliver their specialised products and services, and ultimately gain a competitive advantage. Individual performance is vital. Completing tasks and doing well can bring feelings of mastery and pride. Low performance and failure to achieve goals can be dissatisfying or even personal failure.

Performance is often rewarded financially and in other ways, if it is acknowledged by others in the organisation. Performance is crucial, although not exclusive, the requirement for future career advancement and market success. Exceptions notwithstanding, high performers have more employment options than low performers (VanScotter, Motowidlo, & Cross, 2000).

According to the authors, performance includes two components: action (behaviour) and outcome (outcome) (Campbell, McCloy, Oppler & Sager, 1993; Roe, 1999). The behavioural aspect pertains to an individual's actions at work. It includes activities like assembling automotive parts, selling computers, teaching elementary school children basic reading abilities, and performing heart surgery. "Performance is what the organisation hires one to do, and do well" (Campbell et al., 1993, p. 40). Thus, performance is defined not by action but by assessment and evaluation (Motowidlo, Borman & Schmit, 1997). Furthermore, only acts that can be scaled (measured) are deemed performance (Campbell et al., 1993). The outcome refers to the outcome of the individual's actions. These behaviours may result in outcomes such as engine assembly, reading proficiency, sales, or successful heart procedures. In many cases, the behavioural and outcome components are related but do not fully coincide. Performance outcomes are influenced by factors other than individual behaviour. Imagine a teacher who conducts a wonderful reading lesson (behavioural side of performance), but one or two of his students do not enhance their reading skills (outcome aspect of performance). The same applies to an employee in the telecommunications industry who performs poorly in direct client interactions (behavioural element of performance) but gets high sales figures because of the overall strong demand for cell phone equipment.

IV. EMPIRICAL REVIEW

Affective Commitment and Job Performance

There are various practical and theoretical ramifications of affective organisational commitment. It is linked to crucial organisational outcomes including attendance, turnover, performance, and organisational citizenship behaviour, as well as personal effects like stress and work-family conflict (Meyer et al., 2002; Stazyk et al., 2011). Employees with a high level of affective commitment have been linked to low employee turnover, reduced absenteeism, and enhanced job performance. As a result, employees with a high level of affective commitment stay with the company because they want to (Wang, 2010). Employees with longer tenure in organisations showed considerably stronger affective organisational commitment, according to Zheng and Sharan (2010). Positional tenure was also found to be strongly and positively connected to attitudinal organisational commitment, implying that years spent in a specific role can help an employee develop a psychological attachment to the company (Coyle-Shapiro, 2008). In their study, Memari, Mahdieh, and Marnani (2013) discovered that affective commitment,

normative commitment, and continuation commitment all have a favourable association with employee performance. Finegold, Mohrman, and Spreitzer (2002) conducted a study to investigate the relationship between employee age and commitment. Their study included 3000 employees from six large corporations, and they discovered that employees between the ages of 31 and 45, as well as those over 45, have a greater desire to stay in the organisation than those under the age of 30.

Normative Commitment and Job Performance

Khalili and Asmawi (2012) discovered that the difference in commitment between males and females is solely dependent on normative commitment; females had stronger normative commitment than males. Another study conducted on 153 public and private sector employees in Pakistan by Khan et al., (2010) discovered a positive relationship between organisational commitment and employee performance, but when they compared the impact of three types of commitment on employee performance, they discovered that normative commitment has the strongest impact on employee performance.

Green, Felsted, Mayhew, and Pack (2000) discovered that employee commitment reduces the likelihood of employees quitting their jobs. Owens (2006) discovered in his research that dedicated employees led to improved organisational performance and a very low percentage of employee turnover. Normative commitment can arise when an individual feels loyal to his employer or responsible to work for the benefits that he receives from the organisation as a result of a desire to repay the institution's favours (Meyer, Stanley, Herscovitch, & Topolnytsky, 2004). (2002). The normative component of commitment is concerned with the employee's perception of his or her responsibility to the organisation. Suliman and Lles (200) look at organisational commitment and personnel performance in three different industrial units. According to the findings of this study, organisational commitment is a three-dimensional notion that has a favourable link with work performance. Another study found that organisational commitment had a positive relationship with job performance.

V. METHODOLOGY

The population for this study included 1,375 primary school teachers from Jos North L.G.A primary schools in Plateau state, consisting of 42 1,275 certified teachers, 78 special education teachers, and 22 religious instructors (Field, Survey, 2019). The sample size for the investigation was obtained using Krejcie and Morgan's (1970) sampling table. All fifty-

three (53) elementary schools in Jos North L.G.A, Plateau state, with a population of one thousand three hundred and seventy-five instructors were closed (Field survey, 2019). For this investigation, homogeneous purposive sampling was used. Primary sources were used to collect data, which was obtained via a questionnaire provided to teachers at Jos North L.G.A Primary School in Plateau state.

Table 1: Sample Size and Percentage

Teachers	Population	Sample size	Proportion %
Qualified teachers	1,275	284	92.73
Special education teachers	22	5	1.60
Religious instructors	78	17	5.67
Total	1,375	306	100

Source: Field Survey, 2020

Variables and Measures

This study's variables include affective commitment, normative commitment, and job performance, with a sampled question for affective commitment "I would be very happy to spend the rest of my career in this organisation," adapted from Allen and Meyer (1990), normative commitment "I would be very happy to spend the rest of my career in this organisation," adapted from Allen and Meyer (1990), and or job performance "I completed assigned tasks," Sekaran and Bougie, (2010).

Data Analysis Method

Multiple regression was utilised because they examine the link between two or more continuous variables, as well as the relationship, effects, and impact between variables.

The following model was developed to test the hypotheses of the study; $JP = a + b_1AC + b_2NC + b_3CC$, Where: JP= job performance, AC= affective commitment, NC = normative commitment, a =constant and b = beta.

VI. RESULTS

278 of the 306 surveys distributed were properly filled and returned. This represents a 91 per cent retrieval rate. The retrieved questionnaires were appropriately coded in statistical software for social sciences (SPSS v. 26). Before analysing the data, it was thoroughly cleansed.

VII. COEFFICIENTS

Table 2: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	7.770	1.093		7.108	.000		
	AC	.181	.038	.267	4.777	.000	.872	1.146
	NC	.097	.040	.154	2.399	.017	.663	1.509

a. Dependent Variable: JP

Source: SPSS v. 26

The Coefficients in table 4 showed that JP = 7.770 + .181AC + .097NC. This means that job performance will increase on average by 18.1% with a 1% change in affective commitment when normative commitment is held constant. It also showed

that job performance will increase on average by 9.7% with a 1% change in normative commitment when affective commitment is held constant

Table 3: ANOVA

ANOVA					
Model		Sum Squares	of Df	Mean Square	F
1	Regression	362.132	3	120.711	30.549
	Residual	1086.615	275	3.951	
	Total	1448.747	278		

a. Dependent Variable: JP

b. Predictors: (Constant), AC, NC

Source: SPSS v. 26

Table 3 revealed a significant value of .000, which is less than 0.05. This suggests that there is a considerable relationship between job performance and affective commitment on the one hand, and normative commitment on the other. Table 3 shows the F-statistics, which are required to evaluate the many hypotheses about the parameters in a multiple regression model. The null hypothesis is that all of the regression coefficients are equal to .000. If $F_{cal} > F_{0.05}$, reject the null hypothesis and accept the alternative hypothesis, and vice versa. The F-test resulted in a value of 30.549 and a p-value of .000, indicating that there is a strong linear dependency between the variables. Economically, F-statistics is a very excellent fit.

The model summary in table 4 showed an R square of .250, indicating that affective and normative commitment may explain 25.0 per cent of the variance in job performance.

Test of Hypothesis

The following non-directional or two-tailed tests (hypotheses) were tested using multiple regression analysis are stated below.

HO1:	There is no significant relationship between affective commitment and job performance in Jos North L.G.A., Plateau State
HO2:	There is no significant relationship between normative commitment and job performance in Jos North L.G.A., Plateau State.

Table 5: Summary of Result Table

Hypotheses	Relation	Std. Beta	T-Stat	P-V	Decision
	ship	Beta			
HO1:	AC→JP	.267	4.777	.000	Not Supported
HO2:	NC→JP	.154	2.399	.017	Not Supported

Key: AC–Affective Commitment; NC–Normative Commitment, JP –Job Performance

Source: SPSS v. 26

VIII. MODEL SUMMARY

Table 4: Model Summary

Model	R	Adjusted R Square	R Std. Error of the Estimate
1	.500 ^a	.250	1.98779

a. Predictors: (Constant), AC, NC

b. Dependent Variable: JP

Source: SPSS v. 26

Test of Hypothesis 1

Decision: The results revealed in table 5 that $p (.000) < \alpha (0.05)$. This means that H_0 is rejected and H_1 which states that affective commitment had a significant effect on job performance is accepted. If the p-value is $\leq .05$ ($.000 \leq .05$) meaning that the probability of making type 1 error is low. Therefore, we reject the null hypothesis. Decision: T-statistics is a critical ratio that test coefficients whether the result obtained is significant or not significant. T-statistics which is defined by $Z \geq 1.64$ for the two-tailed test. Decision: The result in table 7 revealed that t-statistics for affective commitment (AC) is greater than or equal to 1.64 (i.e. $4.777 \geq 1.64$). This showed that there is a significant relationship between the two variables.

Test of Hypothesis 2

Decision: The results revealed in table 5 that $p (.017) < \alpha (0.05)$. This means that H_0 is rejected and H_1 which states that normative commitment had a significant effect on job performance is accepted. If the p-value is $\leq .05$ ($.017 \leq .05$) meaning that the probability of making type 1 error is low. Therefore, we reject the null hypothesis. Decision: T-statistics is a critical ratio that test coefficients whether the result obtained is significant or not significant. T-statistics which is defined by $Z \geq 1.64$ for the two-tailed test. Decision: The result in table 7 revealed that t-statistics for normative commitment (NC) is greater than or equal to 1.64 (i.e. $2.399 \geq 1.64$). This showed that there is a significant relationship between the two variables

IX. DISCUSSION OF FINDINGS

According to the findings of the study, there is a considerable association between affective commitment and job performance. This implies that affective commitment has a major impact on job performance. These findings are consistent with the findings of the study. A high level of affective commitment has been linked to low employee turnover, low absenteeism, and improved job performance; thus, employees with a high level of affective commitment stay with the organisation because they want to (Wang, 2010). Employees with longer tenure in organisations had a significantly higher affective organisational commitment, according to Zheng and Sharan (2010). Positional tenure was also found to be significantly and positively related to attitudinal organisational commitment, implying that years spent in a specific position may build an employee's psychological attachment to the organisation (Coyle-Shapiro, 2008).

The findings demonstrated a significant link between normative commitment and job success. These findings are consistent with the findings of Green, Felsted, Mayhew, and Pack (2000), who discovered that employee commitment reduces the likelihood of people leaving their jobs. Owens (2006) discovered in his research that dedicated employees led to improved organisational performance and a very low

percentage of employee turnover. Normative commitment can arise when an individual feels loyal to his employer or responsible to work for the benefits that he receives from the organisation as a result of a desire to repay the institution's favours (Meyer, Stanley, Herscovitch & Topolnytsky, 2002). The normative component of commitment is concerned with the employee's perception of his or her responsibility to the organisation. Suliman and Lles (2000) look at organisational commitment and personnel performance in three different industrial units. According to the findings of this study, organisational commitment is a three-dimensional notion that has a favourable link with work performance. Another study found that organisational commitment had a positive relationship with job performance.

According to the conclusions of this study, teachers who demonstrate enthusiasm for their teaching work do better on the job. The study also indicated that teachers who are bound to their teaching profession perform better on the job. The study concluded that teachers who are fearful of leaving the organisation perform better on the job.

X. RECOMMENDATIONS

Management should encourage employees to have positive feelings of identification with, attachment to, and involvement in their workplace. Management should also encourage and motivate employees to have a sense of belonging and identification to increase their involvement in the organization's goals and thus desire to stay with the organisation. Management should encourage teachers to stay committed to an organisation to have a sense of workable attachment in the organisation, and management should also enhance the capabilities of teachers by investing in them through training, research, and development, which will positively influence the performance of teachers working in organisations. Furthermore, it is recommended that teachers have organisational commitment, which is defined as a strong intention to have organisational membership, acceptance of organisational values and goals, intention for organisational goals, positive evaluation, and willingness to apply extensive efforts on organisational works.

Management should encourage instructors to feel the need to stay with their organisation by boosting their salaries and fringe benefits, as well as encouraging teachers to spend their money, effort, and time. These investments included contributions to specific organisational development, pension plans, status or talents, and utilisation of organisational perks such as mortgage rate reductions.

Direction for Further Studies

Non-teaching staff dedication and job performance should be studied further in the future. Data collection might be expanded to include larger samples from additional Nigerian schools, institutions, and organisations, as well as from other countries. Further research could include the use of a mediator

as a technique to increase the association between instructors' commitment and work performance.

REFERENCES

- [1] Aamodt, M. G. (2007). *Industrial/Organisational Psychology: An Applied Approach*.
- [2] AARE (2004). *Teacher and engagement*: (online: <http://www.aare.edu.au/02pap/croo2522.html>) Academic Press. Access from internet July 6th 2021 <http://www.Unesco.Org> pdf 06/07/2021. Ke indicators-Unesco.
- [3] Adekola, B. (2012). The impact of organisational commitment on the job. *African Journal of Business Management*, 49-54.
- [4] Akintayo, D. I. (2010). Work-family role conflict and organisational commitment among industrial workers in Nigeria. *Journal of Psychology and Counselling*, 2(1), 1-8.
- [5] Allen, N. J., & Meyer, J. P. (1984). Affective, continuance, and normative commitment to the organisation: An examination of construct validity." *Journal of Vocational Behaviour*, 49(3), 252-276.
- [6] Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organisation. *Journal of Occupational Psychology*, 63(1), 1-18.
- [7] Belmont, C. A. (2010). Commitment. *Human Resource Management Review*, 1(1), 61-89.
- [8] Best, W., & Kahn, J. V. (2007). *Research in education*, New Delhi: Prentice Learning.
- [9] Buchanan, B. (1974). *Building Organisation Commitment*. Administrative Science
- [10] Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. In E. Schmitt, W. C. Borman, & Associates (eds.), *Personnel selection in organisations (35-70)*. San Francisco: Jossey-Bass.
- [11] Coyle-Shapiro, M. A. (2008). Serving two organisations: Exploring the employment relationship of contracted employee. *Human Resource Management*, 45, 561-583.
- [12] Firestone, W.A. (1996). Images of teaching and proposals for reform: A comparison of ideas, cognitive and organisational research. *Educational Administration Quarterly*, 32(2), 209-235
- [13] Green, F., Felsted, A., Mayhew, K., & Pack, A. (2000). The impact of training on labour mobility: Individual and firm-level evidence from Britain. *British Journal of Industrial Relations*, 38(2): 261-275. *Employee Relations, Journal of Human Resource Management*. 32.4, 396-417.
- [14] Huberman, M. (1993). *The Lives of Teachers (J. Neufeld, Trans.)*. London: Cassell Villiers House.
- [15] Hunjira, A. I., Ali, M. A., Chani, M.I., Khan, H., & Rehman, K. (2010). *EmployeeVoice and IntenttoLeave: An Empirical Evidence of Pakistani Banking Sector*. *African Journal of Business Management*. 4(14), 3056-3061.
- [16] Ingersoll, R. (1996a). *The Status of Teaching as a Profession*. Washington, DC:
- [17] John, C., & Campbell, R. J. (1988). *Productivity in Organisations: New Perspective from*
- [18] Kothari, C. R. (2004). *Research Methodology Methods and techniques 2nd Edition*
- [19] March, R., & Mannari, H. (1977). *Organisational Commitment and Turnover: A*
- [20] *Commitment on Employee Performance: Implications for Human Resource Strategy*. *Interdisciplinary Journal of Contemporary Research In Business* 3: 248-255.
- [21] Messick, S. (1989b). Validity. In R. L. Linn (Ed.), *Educational measurement (3rd ed., pp. 13-103)*. New York: Macmillan
- [22] Meyer, J. P., & Allen, N. J. (1997). *Commitment in the Workplace: Theory, Research and Application*. Thousand Oaks, CA: Sage Publications
- [23] Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualisation of organisational commitment. *Human Resource Management Review*, 1, 61-89.
- [24] Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, Research and Application*. Thousand Oaks: Sage Publications.
- [25] Meyer, J. P., & Allen, N. J. (1997). The Measurement and Antecedents of Affective, Continuance and Normative Commitment to the Organisation. *Journal of Occupational Psychology* 63: 1-18.
- [26] Meyer, J. P., & Allen, N. J. (1997). *Commitment in the workplace: Theory, Research, and Application*. Thousand Oaks, CA: SAGE Publications
- [27] Meyer, J. P., Stanley, D. J., Herscovitch, L., Topolnysky, L. (2002). *Affective,*
- [28] *Continuance, And Normative Commitment To The Organisation: A MetaAnalysis Of Antecedents, Correlates, And Consequences*. *Journal of Vocational Behaviour*, 61, 20-52
- [29] Meyer, J., & Allen, N. J. (1991). A three-component conceptualisation of organisational commitment. *Human resource management review*, 1 (2). 61-89.
- [30] Meyer, J., & Allen, N. (1997). *Commitment in the Workplace*, Sage publications, London
- [31] Meyer, J.P., & Allen, N. J. (1991). "A Three Component Conceptualisation of Organisational
- [32] Miskel, C., & Ogawa, R. (1988). "Work Motivation, Job Satisfaction, and Climate." In N. Boyan (Ed.) *Handbook of Educational Administration*. New York: Longman.
- [33] Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10, 71-83.
- [34] Mowday, R. T., Porter, L. W., & Steers, R. M. (1982). *Employee organisation linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academy Press.
- [35] Mumane, R., Singer, J., Willett, J., Kemple, J., & Olsen, R. (1991). *Who Will Teach?*
- [36] National Center for Education Statistics (NCES95-104) *New Delhi New Age International Publishers*
- [37] Ongori, H. (2007). *A Review of the Literature on Employee Turnover*.
- [38] Owens, P. L. (2006). One more reason not to cut your training budget: The relationship between training and organisational outcomes. *Public Personnel Management*, 35(2): 163-171.
- [39] Paulhus, D. L. (1984). Two-component models of socially desirable responding. *Journal of personality and social psychology*, 46(3), 598.
- [40] Peretomode, M., & Bello, A. (2018). A research article; *Analysis of Teachers' Commitment and Dimensions of Organisational Commitment in Edo State Public Secondary Schools*
- [41] Qaisar, M. U., Rehman, M. S., Suffyan, M. (2012). *Exploring Effects of Organisational Quarterly*, 22(1): 46-56.
- [42] Reyes, P. (1990). *Teachers and their Workplace: Commitment, Performance, Productivity*.
- [43] Robertson (Eds.), *International review of industrial and organisational psychology (4,231- 335)*. Chichester: Wiley.
- [44] Roe, R. A. (1999). *Work performance: A multiple regulation perspective*. In C. L. Cooper & I. T.
- [45] Rosenholtz, S. (1989). *Teacher's Workplace: The Social Organisation of Schools*.
- [46] Rowan, B. (1990). "Commitment and Control: Alternative Strategies for the Organizational Design of Schools." *Review of Research in Education*, 16.
- [47] Washington, D.C.: American Educational Research Association. *Satisfaction: A study of Employee at Nigerian Universities*. *International Journal*
- [48] Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research Methods for business students 4th edition* Pearson education limited.
- [49] Sclan, E. (1993). *The Effect of Perceived Workplace Conditions on Beginning Teachers'*
- [50] *Work Commitment, Career. Choice Commitment and Planned Retention*. Ann Arbor, MI: University Microfilms International

- [51] Sekaran, U. (2003). Research methods for business: A skill building approach. John Wiley & Sons.
- [52] Sekaran, U., & Bougie, R. (2010). Research Methods for Business: A Skill building approaches (5th ed.). New Jersey: John Wiley and Sons.
- [53] Steers, R. M. (1977). Antecedents and outcomes of organisational commitment. *Administrative Science*
- [54] Suliman, A., Iles, P. (2000). Is Continuance Commitment Beneficial to Organisations? Commitment- Performance Relationship: A New Look. *Journal of Managerial Psychology* 15: 407-426.
- [55] Van Scotter, J., Motowidlo, S. J., & Cross, T. C. (2000). Effects of task performance and contextual performance on systemic rewards. *Journal of Applied Psychology*, 85, 526–535.
- [56] Wang, I. A. (2010). Affective and Continuance Commitment in Public Private Partnership.
- [57] World Bank Group, Harsey Rogers Lead Economics Education Global practices. Education Innovation for 21st Century Skills, Bishkek June 2015.
- [58] Workers in Nigeria. *Journal of Psychology and Counselling*. 2 (1), Pp.1-8.
- [59] Zheng, W., & Sharan, K. S. (2010). New development of employee commitment: A critical review (1960-2009). *African Journal of Business Management*, 12-20.