



EURASIAN JOURNAL OF EDUCATION AND PSYCHOLOGY

2026; I (I): 68-76

Published online 01.07.2026 (<https://eurasiancampus.edu.journals.lk/>)



Influence of Work Commitment on the Job Performance of Secondary School Teachers in Southwestern, Nigeria

Adeosun Blessing Oreoluwa

Counselling Psychology Department, CASEC, Redeemer's University, Ede, Osun State, Nigeria

Email address:

adeosunb@run.edu.ng

To cite this article:

Adeosun, B. O. Influence of Work Commitment on the Job Performance of Secondary School Teachers in Southwestern, Nigeria. *Eurasian Journal of Education and Psychology*. Vol.1, No.1, ISSN 3121-433, pp.70.

Received: 26 03, 2026; **Accepted:** 22 05, 2026; **Published:** 01 06, 2026

Abstract: The study examined the levels of job performance and work commitment among secondary school teachers in Southwestern Nigeria and investigated the influence of work commitment on teachers' job performance. A descriptive survey research design was adopted for the study. The sample consisted of 15 principals, 75 Heads of Departments (HODs), and 300 class teachers drawn from 15 randomly selected public secondary schools across five Local Government Areas in Ondo, Osun, and Lagos States. Findings revealed that 15.7%, 67.9%, and 16.4% of the teachers demonstrated low, moderate, and high levels of job performance respectively. Similarly, 11.7%, 72.1%, and 17.1% of the teachers exhibited low, moderate, and high levels of work commitment respectively. The results further showed that work commitment significantly influenced teachers' job performance, $\chi^2(n = 280, df = 4) = 49.942, p < .001$. The study concluded that teachers' work commitment is an important determinant of job performance in secondary schools in Southwestern Nigeria.

Keywords: Job performance, work commitment secondary school teachers, Nigeria.

1. Introduction

Education is a purposeful activity directed at transmitting knowledge or fostering skills and character traits. It is the transmission of worthy behaviour from one generation to the other. Secondary education is the level of education that comes after primary education. It mediates primary and tertiary education, that is, it comes immediately after primary education and before tertiary education. The secondary education last for about six years. Secondary education is a bridge between primary and tertiary institution and thus holds the compass for the direction any nation intends to follow (Nanbak, 2020).

Teachers have a critical role in educational institutions as strategic leaders and accountable for the quality of education provided on duty. Teachers constantly strive to improve their abilities to give services to students, the community and the environment, most notably their work environment, while carrying out instructional activities (Meiliyani et al., 2021). In the learning process in schools, teachers occupy a significant position and determine the success of education (Nanbak, 2020).

Job performance is defined as an individual personal ability to successfully accomplish task allocated to him or her. Job performance is the behavioural outcome of an employee which points out that the employee is showing positive attitude towards his or her organizations. Teachers' job performance is the sum total of the teachers' execution of their tasks which influences students' academic achievement. Teachers' performance predicts school effectiveness, which helps to establish an effective educational system (Okendo & Mwasenga, 2018). Every educational institution's success depends on its teachers' performance, their commitment to their job is a vital criterion used to access their performance. Teachers' commitment affects the school effectiveness; this could cause teachers to be less successful in their job performance.

The overall success of an educational institution depends on teacher commitment which is directly related to the level of motivation they have in schools. Thus, teachers are the main resource for schools' activities. Importance to all every teacher is professionally responsible to undertaking the profession responsibilities, rule and regulation in order

to increase their level of commitment (Nyamubi, 2021). The teaching profession requires commitment, in that affective educator needs to be committed to both their students and the teaching profession as a whole. This means abiding by the rules and regulations and embracing the principles of the teaching profession, as well as the requirements. However, the low commitment affects effectiveness of the school. This, in turn, could lead teachers to be less successful in their professional performance. Performance of the teacher is very important for their success in their daily professional lives (Nwosu, 2012).

1.1. Concept of Work Commitment

Commitment is defined as the amount of passion and dedication teachers have towards their work. Teachers' commitment is considered essential because it is the emotional bond a teacher demonstrates towards their work. Teachers' commitment has been recognised as one of the critical factors for effective teaching. Altun stated that committed teacher devote time for their students, school and teaching profession (Altun, 2017). They are responsible for the development of their students and strive to keep the students up and doing. Commitment on the part of teacher reduces withdrawal behaviours like tardiness, absenteeism and turnover.

Also, when a teacher feels that he or she does not possess the necessary skills to compete for a job in any other field, then the teacher tends to develop continuance commitment and becomes more committed to the school system because of the limited opportunities and alternatives out there (continuance commitment). Similarly, normative commitment could be achieved when a teacher feels that the school system has invested a lot of time and money in training and developing him. He might therefore develop a moral obligation to continue to provide his services to the school.

For instance, when teachers are sponsored to acquire higher degrees outside the country, to improve their skills and performances, they might feel obligated to the school system by increasing their level of involvement in school activities. Whilst affective commitment is when a teacher's values are consistent with the school's values, the teacher would be able to

identify and be involved with the school activities and assimilate the values and goals of the school.

According to Neuber *et al.*(2022) , affective commitment has been linked to a wide range of positive outcomes in relation to absenteeism, turnover, organizational behavior and job performance in the organizations. A signal of affective commitment in the school system is usually observed through reduced absenteeism and reduced turnover.

1.2 Goal-Setting Theory

Locke and Latham's goal-setting theory has had a substantial impact in the field of work motivation (Locke & Latham, 1990). Integrating earlier work by Locke (Locke, 1968) with aspects of self-efficacy theory (Bandura, 1986), Locke and Latham outlined a general goal-setting theory of motivation. They suggested that people's goal representations are the efficient causes of behaviour and that people's performance will be maximized when (a) they set specific, difficult goals that have high valence and (b) they understand what behaviours will lead to the goals and feel competent to do those behaviours. This theory, which has received substantial empirical support, is an example of the theories that do not differentiate kinds of motivation. Thus, characteristics of goals (for instance, their difficulty) are used to predict work outcomes, but no attention is given to the fact that different goal contents and different types of regulation of goal pursuits lead to different qualities of performance (Sheldon et al., 2004).

Furthermore, Locke and Latham did not differentiate the concept of performance in order to examine differences between the types of goals and regulations that predict algorithmic versus heuristic performance. In contrast, SDT proposed that autonomous motivation and intrinsic goals are better predictors of effective performance on heuristic tasks (Sheldon et al., 2004), whereas the two types of motivation do not differ in predicting effective algorithmic performance, particularly over the long term (McGraw, 1978). Thus, SDT maintains that differentiating motivation and goals provides an integrated means of relating characteristics of tasks and interpersonal environments, as well as individual differences, to types of performance and well-being. Deci *et al.* (1994) found that a 'meaningful rationale' is

one of the important factors that facilitates integrated internalization, while Latham et al. (1988) observed that it facilitates goal acceptance.

1.3. Statement of the Problem

The commitment of teachers towards their job is very paramount and important. They are expected to be diligent, dedicated and committed to their job. Teacher's job commitment deals with their attitude towards work and this has an influence on the goals achieved in schools. Teachers' commitment to duty is recognized as a crucial factor for enhancing students' academic performance and overall service delivery. It appears that the work behaviour of some serving teachers in schools seem inadequate and unsatisfactory for improving quality education in that level of education.

It is a fact that low job performance leads to poor academic success. There has been poor academic success recorded in Senior Secondary School Certificate Examination in recent years. There is concern among parents that their children academic performance is not satisfactory, as some students failed to pass the (2022/2023) WAEC examinations with the required 5 credit pass, including English and Mathematics (Vansteenkiste et al., 2004).

This poor performance cannot be ultimately divorced from lack of attention to the level of engagement (commitment) to work exhibited by the teachers, which are assumed to be interwoven and can aid each other for maximum productivity if well used by teachers for the attainment of positive outcomes in secondary schools and as such meet the yearnings and aspiration of the society at large.

The objectives of the study were to: determine the level of job performance of secondary school teachers in Southwestern Nigeria and assess the work commitment level of the teachers.

The following hypothesis was tested: There is no significant influence of work commitment on job performance of the teachers.

2. Methodology

The methodology presents the research design, the sample and sampling technique and the research instrument.

Research Design

The study adopted the descriptive survey research design which entails the process of gathering information from a representative sample of a population.

Sample and Sampling Technique

The sample size consisted of 15 Principals, 75 Heads of Departments (HODs) and 300 class teachers. The sample was selected using multistage sampling technique. Three States (Ondo, Osun, Lagos States) and five Local Government Areas (LGAs) were selected from the States using simple random sampling technique. From each LGA, 15 secondary schools were randomly selected. From each school, one principal was selected purposively based on the number of schools selected; five HODs (Languages, Mathematics, Sciences, Social Sciences and Arts) and 20 class teachers were selected purposively based on the subject taught by each teacher.

Research Instruments

Two instruments, titled “Work Commitment Scale” (WCS) and “Teachers’ Job Performance Scale” (TJPS) were used to elicit information from the respondents for this study. The two instruments were adapted from the previous works of different researchers. WCS was administered on the HODs and Teachers, while TJPS was used to collect information from the principals concerning this study being carried out.

3. Results and discussion

This section presents the results of the research question, hypotheses and discussion of findings

Research Question1: What is the level of job performance of secondary school teachers?

Table 1: Descriptive Analysis of the Principals’ Responses to Items on Teacher Job Performance Scale

S/N	ITEMS	Mean	SD
	My Subordinate:		
1.	is easily accessible for classes etc.	3.00	.57
2.	uses his/her capabilities fully	2.91	.54
3.	provides clear information about objectives, content and evaluation technique	2.91	.62
4.	pursues the set goals of the institution	2.88	.65
5.	is self-directed and works well with minimal supervision	2.84	.72
6.	communicates clearly and effectively both orally and in writing	2.92	.68
7.	encourages team work	2.76	.76
8.	is ready to accept responsibility	2.91	.66
9.	performs his/her work enthusiastically	2.82	.69
10.	is usually punctual at work	2.81	.81
11.	works towards peace and cooperation in his/her relationship with colleagues and students	2.90	.82
12.	has the ability to apply the established curriculum with a certain amount of flexibility for a class dynamics	2.96	.63
13.	is actively involved in extracurricular activities	2.64	.80
14.	records students’ work regularly	3.02	.75
15.	usually creates good classroom climate	2.94	.65
16.	makes use of appropriate instructional materials	2.81	.65
17.	is resourceful and innovative in his/her ideas	2.99	.58
18.	demonstrates continuous learning by staying abreast of new development in job-related skills	2.92	.71
19.	has impart on students’ discipline and behaviour	2.62	.92
20.	accepts new challenges	2.84	.78

The responses were then added together to build a single measure of teachers' job performance. The mean and standard deviation of the scores were respectively 57.414 and 6.566 while the minimum and maximum scores were 46 and 79. Teachers whose rated scores on this scale were 1 SD below the mean (that is, 46-51) score were adjudged as low level of job performance, those with scores 52 through 64 (1 SD above the mean score) were adjudged as average level of job performance while those with 65 and above were adjudged as high level of job performance. The summary of the results is then presented in Table 2.

Table 2: Job Performance Level of Secondary School Teachers in Southwestern Nigeria

Level of Job Performance	Frequency (f)	Percent (%)
Low	44	15.7
Average	190	67.9
High	46	16.4
Total	280	100.0

Research Question 2: What is the level of work commitment of the secondary school teachers in Southwestern Nigeria.

Table 3: Descriptive Analysis Responses to Items on Work Commitment Scale

S/N	ITEMS	HODs		Principals	
		Mean	SD	Mean	SD
	I see my subordinate as someone who...				
1.	has a proper pride of the school	2.91	.53	2.90	.68
2.	desires to continue teaching without economic needs	2.57	.73	2.41	.81
3.	is proud of being a teacher	2.96	.57	2.94	.65
4.	tries to do the best for the unsuccessful students	2.72	.62	2.75	.73
5.	works hard for the school to achieve its objectives	2.93	.57	2.96	.68
6.	accomplishes the job with enthusiasm	2.86	.62	2.86	.71
7.	perceives the values of teaching occupation more important than those of other professional values	2.84	.60	2.81	.69
8.	desires to be well-known in teaching profession	2.78	.65	2.74	.75
9.	spends time with the students on subjects (activities) related with the lesson outside the classroom.	2.72	.73	2.78	.78
10.	gets information about the student's family life.	2.44	.85	2.58	.91
11.	takes the responsibility of teaching the class on time	2.94	.66	3.03	.66
12.	enjoys teaching	2.99	.65	2.98	.59
13.	adheres to necessary corrections and advise from me, other teachers and parents	2.68	.86	2.83	.91
14.	is not only concern about the academics of the student but their total development	2.84	.70	2.79	.81

15.	sets an educational goal and works very hard to achieve it	2.77	.73	2.93	.72
16.	has strong affiliation to the school	2.76	.68	2.76	.72
17.	shows concern with the problem of the school	2.81	.65	2.84	.62
18.	has an obligation to remain in the school	2.51	.85	2.46	.90
19.	is interested in the future the school	2.72	.68	2.85	.72
20.	is emotionally attached to the school	2.49	.87	2.42	.90

The average of these scores was then calculated and used as an individual teacher's assessment on work commitment scale. The mean and standard deviation of the scores were respectively 55.439 and 5.468 while the minimum and maximum scores were 36.5 and 68.0.

Teachers whose rated scores on this scale were 1 SD below the mean (that is, 36.5-50) score were adjudged as low level of work commitment, those with scores 51 through 61(1 SD above the mean score) were adjudged as moderate level of work commitment while those with 62 and above were adjudged as high level of work commitment.

Table 4: Work Commitment Level of Secondary School Teachers in Southwestern Nigeria

Level of Teacher work commitment	Frequency (f)	Percent (%)
Low	30	10.7
Moderate	202	72.1
High	48	17.1
Total	280	100.0

Research Hypothesis: There is no significant influence of work commitment on job performance of secondary school teachers.

Table 5: Chi-square Analysis of Influence of Work Commitment on Job Performance of Secondary School Teachers

Level of Teacher work commitment	Level of Job Performance			Total	χ^2	df	P
	L	Av	Hi				
Low	8	20	2	30	49.942	4	.000
Moderate	32	150	20	202			
High	4	20	24	48			
Total	44	190	46	280			

As shown in the table, the result of a Chi-square test indicated a significant influence of work commitment on job performance of public secondary school teachers, $\chi^2 (n = 280) = 49.942$, $df = 4$, $p = .000$. This result concluded that there is significant influence of influence of work commitment on job performance of secondary school teachers.

Table 6 shows post-hoc comparisons using the Turkey HSD (Honestly Significant Difference) test.

Table 6: Post-hoc test of Multiple Comparisons of Teachers' Work Commitment level on their Job Performance

Multiple Comparisons						
Teacher Job Performance						
Tukey HSD						
(I) Level of Teacher work commitment	(J) Level of Teacher work commitment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	Lower Bound
						Upper Bound

Low	Mode rate	- 3.87 591*	1.1 624 8	.00 3	- 6.61 52	-1.1366
	High	- 10.2 166 7*	1.3 827 6	.00 0	- 13.4 750	-6.9584
Moderate	Low	3.87 591*	1.1 624 8	.00 3	1.13 66	6.6152
	High	- 6.34 076*	.954 01	.00 0	- 8.58 88	-4.0927
High	Low	10.2 166 7*	1.3 827 6	.00 0	6.95 84	13.4750
	Mode rate	6.34 076*	.954 01	.00 0	4.09 27	8.5888

*The mean difference is significant at the 0.05 level.

The result shows that teachers with low level of work commitment ($M=52.87$, $SD=4.10$) were significantly different from those with moderate as well as high levels of work commitment. Also, teachers with moderate level of work commitment ($M=56.74$, $SD=5.45$) were significantly different from those with low as well as high levels of work commitment. Furthermore, it was revealed that teachers with high level of work commitment ($M=63.08$, $SD=8.40$) were significantly different from those with low as well as moderate levels of work commitment.

4. Discussion of Findings

The results of the first research question showed that most secondary school teachers in Southwestern Nigeria possessed average or moderate level of job performance while just few of the teachers possessed low or high level of job performance. Therefore, as shown from the findings of this study, it seems logical to suggest that moderate level of job performance will lead to a positive or high educational outcome. Students whose teacher has average job performance may perform averagely and not excellently, while students whose teacher has a low level of job performance might perform worse in and outside the classroom and this will only produce outright failure. No wonder most secondary schools in Southwestern Nigeria cannot boast of excellent educational output. Low level of job performance may also affect the productivity of the school at large. One can then infer that teachers' level of job performance may increase or decline from either higher level to lower level or from moderate level to lower level or even from lower level to higher level if their personality trait and commitment to work set in.

Therefore, the importance of teachers' job performance cannot be underestimated.

The result on the second research question showed that most of the secondary school teachers in Southwestern Nigeria possessed moderate level of work commitment while few secondary school teachers in the State possessed low or high level of work commitment. In the educational setting, moderate commitment to work by teachers is not enough to achieve productivity. Teachers need to strive to achieve high level of work commitment. In line with this, Nwosu in his study observed that teachers with high level of commitment worked harder, demonstrated strong affiliation to their schools, and showed more desire to carry out the goals of teaching than teachers with low level of commitment (Nwosu, 2012). More importantly, pupils of highly committed teachers are more likely to learn materials and develop positive attitude towards school than those of teachers with low level of commitment.

From the findings in research question one and two, it was discovered that teachers' level of work commitment and job performance is moderate. The researcher discovered from the field trip factors that may likely be responsible for the moderate level of teachers work commitment and job performance. Some of such factors are: late payment of salary, poor classroom structure, irregular promotion, workload and lack of teaching facilities. These factors may likely hinder the high level of teachers' job performance and commitment to work and moderate level will not make teachers achieve their best in the educational sector. There will always be a marginal difference in the output of teachers with high level of job performance and work commitment compared to those with moderate level or low level. Ahiauzu *et al.* also examined that motivation through rewards and incentives help the teachers to improve their job performance (Ahiauzu *et al.*, 2011).

It was also discovered in this study that there was significant influence of work commitment on the performance of secondary school teachers. This collaborates with the work of Ezinwa *et al.* (2021) which study employee commitment and organizational performance. The result of multiple regression analysis shows that affective commitment has a significant positive association influence on organizational performance and Sheldon *et al.* (2004) study on whether teacher competence and commitment improve teacher's

professionalism. The results showed that teacher competence and commitment was significantly positive on the performance of professional teachers. From the result, we can suggest that the more a teacher is ready to identify with the school and involve in the goals and objectives of the school, the more influence it has on his or her job performance. This indicated that the level of teachers' commitment to work could either affect the school positively or negatively thereby determining the level of job performance he or she is likely to possess at work.

8. Conclusion

The present study established the fact that a large percentage of teachers in Southwestern Nigeria had average level of job performance and this had predisposed them to execute their tasks to a reasonable extent. It also determined that the work commitment level of the teachers was average and there could be better productivity if their commitment to work move from the average to higher level.

Acknowledgement

I wish to acknowledge the efforts of Professor Omotoso, B. A. who is my mentor, supervisor and supporter. Thank you for guiding me on this research. I also want to thank my husband and my children for giving me the needed space to achieve this research.

References

- Ahiazu, F.U., Okeke, B.C. and Nwankwo, L.O. (2011) 'Influence of teacher motivation on students' academic performance in secondary schools', *International Journal of Educational Research*, 12(3), pp. 45–56.
- Altun, M. (2017) 'The effects of teacher commitment on student achievement', *International Journal of Social Sciences & Educational Studies*, 3(3), pp. 51–54. Available at: [International Journal of Social Sciences & Educational Studies](#)
- Anwar, G. and Abdullah, N.N. (2021) 'The impact of human resource management practice on organizational performance', *International Journal of Engineering, Business and Management*, 5, pp. 35–47. Available at: [International Journal of Engineering, Business and Management](#)

Bandura, A. (1986) *Self-efficacy: The exercise of control*. New York: W.H. Freeman. Available at: [Google Books – Self-efficacy: The Exercise of Control](#)

Deci, E.L., Eghrari, H., Patrick, B.C. and Leone, D.R. (1994) 'Facilitating internalization: The self-determination theory perspective', *Journal of Personality*, 62, pp. 119–142. Available at: [Journal of Personality](#)

Ezinwa, O., Okoro, M.I. and Uche, L.A. (2021) 'Employee commitment and organizational performance', *International Journal of Innovative Development and Policy Studies*, 9(1), pp. 29–37. Available at: [International Journal of Innovative Development and Policy Studies](#)

Latham, G.P., Erez, M. and Locke, E.A. (1988) 'Resolving scientific disputes by the joint design of crucial experiments by the antagonists: Application to the Erez–Latham dispute regarding participation in goal setting', *Journal of Applied Psychology*, 73, pp. 753–772. Available at: [Journal of Applied Psychology](#)

Locke, E.A. (1968) 'Toward a theory of task motivation and incentives', *Organizational Behavior and Human Performance*, 3, pp. 157–189.

Locke, E.A. and Latham, G.P. (1990) *Theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall. Available at: [Google Books – Theory of Goal Setting and Task Performance](#)

Meiliyani, R., Fitria, H. and Puspita, Y. (2021) 'The effect of teacher certification and performance on student achievement', *Journal of Education Research*, 2(1), pp. 6–14. Available at: [Journal of Education Research](#)

McGraw, K.O. (1978) 'The detrimental effects of reward on performance: A literature review and a prediction model', in Lepper, M.R. and Greene, D. (eds.) *The hidden costs of reward*. Hillsdale, NJ: Erlbaum.

Meyer, J.P. and Allen, N.J. (2020) *Commitment in the workplace: Theory, research, and application*. Sage Publications. Available at: [SAGE Publications](#)

Nanbak, A.J. (2020) 'An analysis of secondary education in Nigeria: A need for rethinking in a philosophical perspective', *BSUJEM*, 2(1), pp. 23–40.

Neuber, L., Englich, C., Schulte, N. and Forthmann, B. (2022). How work engagement relates to performance and

absenteeism: A meta-analysis. *European Journal of Work and Organizational Psychology*, 31(2), pp. 1–20.

Nwosu, C.C. (2012) ‘Attitude and work commitment of teachers’, *Journal of Behavioural Science and Education*, 81, pp. 30–37.

Nyamubi, G.J. (2021) ‘The influence of heads of schools’ inspirational motivation on teachers’ work performance’, *Asian Journal of Management Sciences and Education*, 10(2), pp. 1–15. Available at: [Asian Journal of Management Sciences and Education](#)

Okendo, O.E. and Mwasenga, A. (2018) ‘Level of teachers’ commitment to the teaching profession in secondary schools in Kagera Region Tanzania’, *Research on Human and Social Science*, 8(14), pp. 1–15. Available at: [Research on Human and Social Science](#)

Ozgenel, M. and Merit, P. (2019) ‘The role of teacher performance in school effectiveness’, *International Journal of Education Technology and Scientific Researches*, 4(10), pp. 417–434. Available at: [International Journal of Education Technology and Scientific Researches](#)

Sheldon, K.M., Ryan, R.M., Deci, E.L. and Kasser, T. (2004) ‘The independent effects of goal contents and motives on well-being: It’s both what you pursue and why you pursue it’, *Personality and Social Psychology Bulletin*, 30, pp. 475–486. Available at: [Personality and Social Psychology Bulletin](#)

Siri, A., Supartha, I.W.G., Sukaatmadja, I.P.G. and Rahyuda, A.G. (2020) ‘Does teacher competence and commitment improve teacher professionalism’, *Cogent Business & Management*, 7(1), p. 1781993. Available at: [Cogent Business & Management DOI](#)

Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K.M. and Deci, E.L. (2004) ‘Motivating learning, performance, and persistence: The synergistic role of intrinsic goals and autonomy support’, *Journal of Personality and Social Psychology*, 87, pp. 246–260. Available at: [Journal of Personality and Social Psychology](#)

‘2023 WASSCE: 84% get credits in five subjects — WAEC’ (2023) *Punch Newspapers*, 8 August. Available at: [Punch Newspapers article](#) (Accessed: 19 May 2026).