

TEACHERS' JOB COMMITMENT AS A DETERMINANT OF PUBLIC SENIOR SECONDARY SCHOOL EFFECTIVENESS IN NORTH-CENTRAL NIGERIA

BY

Saka Abdullateef Manjo & Yusuf Suleiman

Department of Educational Management and Counselling, Faculty of Education, Al-Hikmah University,
Ilorin, Kwara State, Nigeria.

Email: lateefmanjo@gmail.com

Abstract

This study investigated teachers' job commitment as a determinant of public senior secondary schools' effectiveness in North-central Nigeria. The study adopted a descriptive survey design of correlational type to examine the relationship between teachers' job commitment and the overall effectiveness of schools in the region. The population consisted of 1,019 principals and 10,618 teachers across public senior secondary schools in Kogi, Kwara, and Niger States, from which a sample of 657 respondents were selected through a multistage sampling technique involving purposive, proportional, and simple random technique. Data were collected using a self-developed instrument titled Teachers' Job Commitment and School Effectiveness Questionnaire (TJCSEQ), structured on a 4-point Likert scale. Three research purposes were raised to guide the study and were translated into two research questions and one research hypothesis which were tested with Mean and Pearson Product Moment Correlation statistic respectively. Findings revealed that teachers in public senior secondary schools demonstrated an average level of job commitment (mean = 53.21), while the schools themselves operated at an average level of effectiveness (mean = 40.60). The hypothesis tested indicated a strong and statistically significant positive relationship between teachers' job commitment and school effectiveness ($r = 0.737$, $p < 0.05$). This implies that higher teacher commitment enhances school effectiveness across learning, discipline, supervision, and school-community relations. The study concluded that improving teachers' job commitment is essential to advancing the effectiveness of public senior secondary schools in North-central Nigeria. It therefore recommends that education stakeholders enhance teachers' motivation, provide continuous professional development, and strengthen supervisory mechanisms to foster sustained commitment and improved educational outcomes.

Keywords: Determinant, Job Commitment, Effectiveness, Secondary School

Introduction

Teachers serve as vital agents within the educational system; therefore, their performance on the job must be efficient and effective. This is crucial because when teachers fail to perform their duties optimally, the attainment of overall school goals becomes jeopardized. According to Ismail et al. (2020), job commitment refers to the degree to which an individual or group contributes to the realization of an organization's objectives, often measured against set targets and achieved outcomes. Sulyman (2021) observed that teachers' performance in public secondary schools across several Nigerian states has been discouraging, particularly in classroom management, instructional delivery, and resource utilization. Such inadequacies may lead to anxiety among teachers and, consequently, hinder school efficiency. The declining level of school effectiveness observed in certain Nigerian public secondary schools can largely be attributed to the poor job commitment of teachers. This highlights the indispensable role teachers play in ensuring educational success. Olaniyan (2021) emphasized that teachers' job commitment encompasses every effort aimed at accomplishing official tasks both within and outside the classroom to achieve the stated educational goals. In a related view, Sadam and Mamun (2024) argued that the primary aim of any educational institution is to ensure excellent student outcomes. Therefore, enhancing aspects of teachers' job commitment such as lesson delivery, class

control, and the use of instructional materials is essential for sustaining school effectiveness, as ineffective teaching practices often result in low institutional productivity.

Similarly, Abubakre (2022) identified teachers' apathy towards their work as one of the major causes of inefficiency in Nigerian public secondary schools. Teachers' commitment to their duties remains a determining factor in promoting school effectiveness. Reinforcing this, Kwarteng (2021) revealed that substandard teaching practices, such as poor classroom management, inadequate use of instructional materials, and weak lesson presentation, are prevalent among public school teachers. These deficiencies ultimately impede the transmission of knowledge and diminish the quality of education offered to students. Jire-alao (2021) asserted that, although several factors contribute to school effectiveness, the performance of teachers remains the most significant. This is because teachers' input directly influences the effectiveness of other stakeholders' contributions to education. Similarly, Okeke and Iwara (2020) argued that persistent low academic achievement among students in public secondary schools could be mitigated through improved teacher performance. Supporting this, James (2022) pointed out that key components of teacher performance such as instructional delivery, lesson preparation, classroom management, and the use of educational materials collectively determine school effectiveness. For instance, teachers who fail to employ appropriate instructional resources reduce the learning outcomes of their students. School effectiveness, on the other hand, can be described as the extent to which educational institutions achieve their established goals. Okeke and Iwara (2020) posited that the effectiveness of a school can be evaluated through indicators such as discipline, environmental orderliness, cooperation among school members, and the efficient use of available resources. Among these indicators, students' academic performance stands out as the most reliable measure of effectiveness. Adaramaja et al. (2022) further emphasized that for public secondary schools to function effectively, teachers must perform their roles efficiently to foster learning outcomes. Teachers, as the facilitators of knowledge, should therefore be well-trained and motivated to ensure effective service delivery. It is within this context that the present study explores the relationship between teachers' job commitment and the effectiveness of public secondary schools in North-Central Nigeria.

Based on the researcher's observations, the effectiveness of public senior secondary schools in the North-central region of Nigeria appears to fall below expected standards. This concern is reflected in several areas, including students' academic performance, persistent disciplinary issues, inadequate supervision, and weak collaboration between schools and their surrounding communities. Many students demonstrate notable difficulties in basic written communication and perform poorly in examinations, raising serious concerns about the quality and effectiveness of teaching and learning processes within these schools. Public senior secondary schools play a vital role in preparing students for higher education and contributing to national development. However, their current level of effectiveness in North-central Nigeria remains questionable. Although multiple factors may contribute to these challenges, one critical variable that has not received sufficient empirical attention is teachers' job commitment. It is possible that the degree of dedication, engagement, and professional responsibility exhibited by teachers significantly influences overall school performance. Supporting this perspective, Abubakre (2022) suggests that many of the challenges facing secondary schools may be linked to ineffective teacher job performance. This includes issues such as poor classroom management, weak instructional delivery, inadequate methods of student assessment, and the ineffective use of available teaching resources. These shortcomings not only hinder students' academic progress but also reduce the overall quality of educational outcomes. A number of scholars have conducted studies relevant to the current investigation. For example, Ajayi and Ekundayo (2021) examined the determinants of secondary school effectiveness in Nigeria and identified factors such as school leadership, availability of facilities, and student

discipline as key contributors. Similarly, Sulyman et al. (2019) investigated the relationship between teachers' compensation and job performance in basic schools within Ilorin West Local Government Area of Kwara State, finding a significant positive relationship between the two variables. In the same vein, Peter et al. (2020) explored the influence of educational support services on teachers' job performance in secondary schools in Akwa Ibom State and reported that such services significantly improved teacher effectiveness. Despite these important contributions, there remains a noticeable gap in the literature. Specifically, limited research has focused on the relationship between teachers' job commitment and school effectiveness in the North-central region of Nigeria. This gap underscores the need for further empirical investigation into how teachers' level of commitment impacts the performance of public senior secondary schools in the region. In response to this gap, the present study seeks to examine teachers' job commitment as a key determinant of school effectiveness. By doing so, it aims to provide deeper insights into how improving teacher commitment can enhance educational outcomes and strengthen the overall performance of public senior secondary schools in North-central Nigeria.

Literature Review

This study hung on Homan's Social Exchange Theory (1961). According to the Social Exchange Theory by Homan (1961), individuals have self-interested commitment to continue relationships because of the rewards they expect to get. It further explains that the quest for social rewards drives people to enter into relations with one another. Consequently, the perceived reward that is expected to be an outcome of an action determines whether the relationship will have continuity. In the context of a school system, if a teacher perceives that he might not be rewarded at the end of the relationship, it is likely to result in the discontinuation of the relationship or reduced the level of his involvement in the relationship. Hence, since the nature of relationships is governed by reciprocal actions, relationships will cease in the long run if reciprocity norms are violated. The social exchange theory is advocating that the voluntary actions of teachers to be committed in the school activities is attributed to the returns they are expected to get at the end of the relationship. The expectation of teachers might determine their level of commitment in pursuit of school goals. This expectation could be in the form of enhanced salary without delay, good career progression, recognition, better working conditions, opportunities for further studies and good rewards at retirement. When a teacher's action does not receive the reward he expected, or perceived others to be unsatisfied with the reward received from the school system or the profession, the teacher might become frustrated and show less commitment to the cause of the school (Homan,1961).

Teachers' job performance plays a crucial role in achieving the overall objectives of any school. According to Nayyar (2019), teachers' job performance refers to the degree to which a teacher fulfills assigned responsibilities in line with established professional standards. Similarly, Dibia (2019) noted that a major indicator of teachers' job performance is the academic achievement of their students, often reflected in internal and external examination results. Students' academic outcomes serve as a key metric for assessing how effectively teachers impart knowledge, skills, values, and attitudes at various educational levels. In agreement, Imhangbe et al. (2020) described teachers' job performance as the extent to which teachers discharge their instructional and pedagogical roles to enable learners to gain knowledge and to support the attainment of educational objectives. Consistent with this perspective, Arop et al. (2019) asserted that the success of any educational institution in meeting its goals is largely dependent on the quality and level of performance demonstrated by its teachers. Teachers' job performance is essential in every school environment, as it significantly influences the achievement of institutional goals. Nyitar and Elujekwute (2021) emphasized that teachers' job performance serves as a core indicator of educational service delivery and a determinant of goal realization. It encompasses the extent to which teachers demonstrate professional competence,

commitment, and effectiveness in discharging their duties, as reflected in students' academic accomplishments. In the same vein, Ismail et al. (2020) contended that teachers' job performance must be treated as a matter of high importance, since it reflects the degree to which individual teachers contribute to school effectiveness measured against predefined objectives and the extent to which such goals are successfully attained.

Effectiveness remains a key concept in educational systems, as it indicates the level to which schools achieve their stated objectives. A school, as an organized institution, provides a structured environment for fostering the intellectual, social, and emotional growth of students under the supervision of teachers. Umar (2019) posited that an effective school is one that promotes holistic development in students and contributes positively to societal advancement. Similarly, Gabriel (2019) described school effectiveness as a multifaceted and goal-oriented concept that emphasizes continuous improvement within the educational process. The effective functioning of schools depends on several factors such as the optimal use of available resources, school type, student population, staff quality, socio-economic background of learners, physical infrastructure, and the surrounding socio-cultural environment. Consequently, innovative teachers and efficient school administrators play a pivotal role in ensuring overall school effectiveness. Several studies have been conducted on teachers' job commitment and the effectiveness of schools. For instance, George (2019) conducted a study on the relationship between teachers' job performance and school effectiveness in secondary schools in Rivers and revealed that there was a significant relationship between teachers' job performance, teachers' compensation, and school effectiveness in secondary schools in Rivers State. Additionally, Ajayi and Ekundayo (2021) examined factors determining the effectiveness of secondary schools in Nigeria and found that secondary schools were effective in terms of affective and psychomotor domains but not effective in the cognitive domain, therefore there is a need for improvement in the cognitive domain. The study further showed that poor learning environments, poor monitoring of students' progress, poor school facilities, and poor teachers' compensation affect secondary school effectiveness.

Also, Yook et al. (2020) carried out a study to assess public secondary schools' effectiveness in South Korean. The researcher utilised performance indicators such as student academic accomplishment, teacher qualifications, infrastructure quality, and administrative efficiency, and found that the overall effectiveness level of public secondary schools was moderate. Additionally, Ansong et al. (2019) evaluated educational outcomes: Experience from public secondary schools in schools in Accra-Ghana. Data were analysed using multilevel modelling with covariates at the school levels. It was revealed that the majority of these schools in Accra-Ghana were found to be largely ineffective as many scored below average on key effectiveness indicators such as student exam pass rates, teacher-student ratios, and school facilities. The study further showed that systemic issues such as inadequate funding, poor infrastructure, and lack of teacher motivation significantly hindered the schools' effectiveness. Wamimbi and Bisaso (2021) examined the effect of performance appraisal practices on teachers' job performance. A cross-sectional survey design with a mixed-method approach was adopted using a target population composed of 211 respondents spread across four private universal secondary schools; and a sample size of 189 respondents with 185 teachers and four head teachers selected using a simple random sampling approach coupled with a fish-bowl technique, while census inquiry was adopted to select head teachers. A self-designed closed-ended questionnaire was administered to collect data from the respondents. Data was analyzed using frequencies, percentages, and simple regression. Findings indicated that performance appraisal practices in terms of comprehensiveness, clarity, and timeliness significantly enhanced teachers' job performance in private schools.

Onyango and Welbery (2019) carried out a case study investigation involving in-depth interviews and observations of 50 teachers in public secondary schools in Tanzania in order to ascertain their overall performance. The study revealed that while teachers were dedicated to professional duties in schools in Tanzania; their overall performance was found to be moderate due to challenges such as insufficient training, limited access to teaching resources, and support from school administrations. Also, in the study conducted by Joseph, Matual and Okoth (2021), it was found that teachers in public secondary schools in Homa-Bay County, Kenya scored an average of 42% in job performance evaluations. This low score was attributed to factors such as inadequate professional development opportunities and limited access to teaching resources. Akpelu et al. (2024) investigated the job enhancement strategies for teachers' job performance in public senior secondary schools in Rivers State. The study adopted a descriptive survey design with 247 principals of public senior secondary schools in the State as the population. The sample comprised 123 principals representing 50% of the population. The statistical tools for data analysis were weighted mean and standard deviation statistics for research questions and, z-test for testing the null hypotheses of the study at 0.05 level of significance. The findings revealed that teachers who are trained on the job are improved on the job. Teachers who attend seminars perform well and develop new skills. Studies in Nigeria indicate that teachers' performance, training, compensation, and learning environment are significantly related to school effectiveness, while studies from South Korea, Ghana, Tanzania, and Kenya report moderate to low school effectiveness due to factors such as poor infrastructure, inadequate funding, and low teacher motivation. Although these studies agree on the importance of teacher- and school-related factors, they differ in focus, with most emphasising job performance or general school effectiveness rather than teachers' job commitment. This gap justifies the present study's focus on teachers' job commitment as a determinant of public senior secondary school effectiveness in North-central Nigeria.

Purpose of the Study

The study purposes were to:

- i. ascertained the level of teachers' job commitment in public senior secondary schools in North-central Nigeria;
- ii. determined the level of public secondary schools' effectiveness in North-central Nigeria;
- iii. examined the relationship between teachers' job commitment and public secondary schools' effectiveness in North-central Nigeria;

Research Questions

The following research questions were raised to guide the study:

- i. What is the level of teachers' job commitment in public senior secondary schools in North-central Nigeria?
- ii. What is the level of public senior secondary schools' effectiveness in North-central Nigeria?

Research Hypotheses

Research hypotheses were formulated and tested at 0.05:

H₀₁: There is no significant relationship between teachers' job commitment and public secondary schools' effectiveness in North-central Nigeria.

H0₂: There is no significant relationship between teachers' continuance commitment and school effectiveness in public senior secondary schools in North-central geo-political zone of Nigeria.

H0₃: There is no significant relationship between teachers' affective commitment and school effectiveness in Public Senior Secondary Schools in North-central geo-political zone of Nigeria.

H0₄: There is no significant relationship between teachers' normative commitment and school effectiveness in Public Senior Secondary Schools in North-central geo-political zone of Nigeria.

Methodology

The study adopted a descriptive correlational research design to examine teachers' job commitment and public senior secondary school effectiveness in North-central Nigeria. The population comprised all principals and teachers in public senior secondary schools across the zone, from which a multistage sampling technique was used to select 657 respondents (370 teachers and 287 principals) from Kogi, Kwara, and Niger States. Data were collected using a self-developed instrument, the Teachers' Job Commitment and School Effectiveness Questionnaire (TJCSEQ), structured on a 4-point Likert scale. The instrument was validated through face and content validity by experts in Educational Management and its reliability was established using the split-half method, yielding coefficients of 0.68 and 0.75. Descriptive statistics was used to answer research questions while Pearson Product Moment Correlation was adopted to test the hypotheses at the 0.05 level of significance.

Results

Research Question one: What is the level of teachers' job commitment in public senior secondary schools in North-central Nigeria?

Table 1: The teachers' job commitment level in public senior secondary schools in North-central geo-political zone of Nigeria

S/N	Items		SA	A	D	SD	Mean	Remark
1.	Continuance Commitment	50	503	42	10	2.48	.450	Moderate
2.	Affective Commitment	56	481	57	11	2.47	.472	Moderate
3.	Normative Commitment	64	485	46	10	2.50	.464	High
Overall Mean						2.48	.338	Moderate

Table 1 presented the mean scores of respondents on the level of teachers' job commitment in public senior secondary schools in the North-Central geo-political zone of Nigeria with a total sample of 610 respondents. With continuance commitment, the result showed a mean score of 2.48 with a standard deviation of 0.450, which falls within the moderate level. This implied that teachers moderately remain in their jobs because of the perceived costs associated with leaving, such as loss of salary, job security, and other benefits. The moderate mean score suggested that while teachers recognised the importance of staying in their current positions, this commitment is not particularly strong. The relatively low standard deviation indicated that respondents' views were fairly consistent across the sampled schools. This finding suggested that economic and practical considerations play a role in

sustaining teachers' attachment to their jobs, but such attachment is not sufficiently robust to be described as high commitment.

Research Question two: What is the level of public senior secondary schools' effectiveness in North-central Nigeria?

Table 2: The school effectiveness level in public senior secondary schools in North-central geo-political zone of Nigeria

S/N	Items	SA	A	D	SD	Mean	Remark	
1.	Effective Classroom Monitoring	39	500	49	17	2.50	.399	High
2.	Effective Lesson Plan Delivery	50	501	8	46	2.57	.313	High
3.	Effective Students' Progress	70	405	90	40	2.45	.523	Moderate
Overall Mean						2.50	.343	High

Table 2 presented the mean scores of respondents on the level of school effectiveness in public senior secondary schools in the North-Central geo-political zone of Nigeria with a total sample of 615 respondents. On the component of effective classroom monitoring, the result showed a mean score of 2.50 with a standard deviation of 0.399, which falls within the high-level category. This indicated that classroom activities are effectively monitored in the sampled schools. The high mean score suggests that school administrators and teachers ensure that teaching and learning processes are properly supervised and controlled. The relatively low standard deviation implied that respondents shared similar views regarding the effectiveness of classroom monitoring across schools. This finding demonstrated that classroom control, discipline, and instructional oversight are relatively strong, which is essential for maintaining order and promoting academic engagement among students.

Hypotheses Testing

Ho1: There is no significant relationship between teachers' job commitment and public secondary schools' effectiveness in North-central Nigeria.

Table 3: Descriptive analysis of Teachers Job Commitment in Public Senior Secondary School in North-central Nigeria

Variable	N	Mean	Std Deviation	Cal-r Value	P-value	Decision
Teacher Job Com.	610	53.21	12.56	.737	.000	Rejected
Sch. Effectiveness	610	40.60	8.93			

Table 3 revealed a calculated correlation coefficient (r) of 0.737 with a p-value of 0.000. Since the p-value is less than the 0.05 level of significance, the null hypothesis which stated that there is no significant relationship between teachers' job commitment and public senior secondary schools' effectiveness was rejected. This indicated that there is a strong and statistically significant positive relationship between teachers' job commitment and school effectiveness in North-central Nigeria. The implication of this result is that an increase in teachers' commitment to their duties is likely to lead to a corresponding improvement in the overall effectiveness of schools.

H0₂: There is no significant relationship between teachers' continuance commitment and school effectiveness in public senior secondary schools in North-central geo-political zone of Nigeria.

Table 4: PPMC table shown the relationship between continuance commitment and school effectiveness in public senior secondary schools in North-central geo-political zone of Nigeria.

Variables	N	Mean	SD	df	Cal. R- value	Cal. P- value	Decision
Continuance Commitment	615		29.96	3.02	.979	.000	Not accepted
School Effectiveness	615	65.37	6.93	613			
Correlation is significant at 0.05 level							

Table 4 presents the Pearson Product Moment Correlation (PPMC) analysis showing the relationship between teachers' continuance commitment and school effectiveness. The correlation analysis produced a calculated r-value of 0.979 with 613 degrees of freedom and a p-value of 0.000, which is less than the 0.05 level of significance. This indicated that there is a very strong positive relationship between teachers' continuance commitment and school effectiveness in public senior secondary schools in the North-Central geo-political zone of Nigeria. Since the p-value (0.000) is less than 0.05, the null hypothesis was not accepted. This implies that teachers' continuance commitment is significantly related to school effectiveness.

H0₃: There is no significant relationship between teachers' affective commitment and school effectiveness in Public Senior Secondary Schools in North-central geo-political zone of Nigeria.

Table 5: PPMC table shown the relationship between affective commitment and school effectiveness in public senior secondary schools in North-central geo-political zone of Nigeria.

Variables	N	Mean	SD	df	Cal. R- value	Cal. P- value	Decision
Affective Commitment	615		30.07	3.04	.791	.000	Not accepted
School Effectiveness	615	65.37	6.93	613			
Correlation is significant at 0.05 level							

Table 5 shows the PPMC analysis of the relationship between teachers' affective commitment and school effectiveness. The computed correlation coefficient (r) is 0.791, with 613 degrees of freedom and a p-value of 0.000, which is below the 0.05 level of significance. This indicates a strong positive relationship between teachers' affective commitment and school effectiveness. Given that the p-value (0.000) is less than the alpha level of 0.05, the null hypothesis was not accepted. This means that teachers' affective commitment significantly relates to school effectiveness in public senior secondary schools in the North-Central geo-political zone of Nigeria.

H0₄: There is no significant relationship between teachers' normative commitment and school effectiveness in Public Senior Secondary Schools in North-central geo-political zone of Nigeria.

Table 6: PPMC table shown the relationship between normative commitment and school effectiveness in public senior secondary schools in North-central geo-political zone of Nigeria.

Variables	N	Mean	SD	df	Cal. R- value	Cal. P- value	Decision
Normative Commitment	615	30.01	3.06	613	.981	.000	Not accepted
School Effectiveness	615	65.37	6.93				
Correlation is significant at 0.05 level							

Table 6 presents the PPMC analysis of the relationship between teachers' normative commitment and school effectiveness. The correlation analysis yielded a calculated r-value of 0.981 with 613 degrees of freedom and a p-value of 0.000, which is less than the 0.05 level of significance. This result indicates a very strong positive relationship between teachers' normative commitment and school effectiveness. Since the p-value (0.000) is less than 0.05, the null hypothesis was not accepted. This implies that teachers' normative commitment significantly relates to school effectiveness.

Discussion

The findings of this study revealed that teachers in public senior secondary schools in North-central Nigeria exhibited an average level of job commitment, as indicated by a mean score of 53.21. This suggests that while a good number of teachers are devoted to their duties, a considerable proportion display only moderate enthusiasm and dedication to their work responsibilities. This outcome aligns with the observations of Onyango and Welbery (2019), who reported that teachers in Tanzanian public secondary schools demonstrated moderate performance levels due to inadequate training and lack of teaching resources. Similarly, Joseph, Matual, and Okoth (2021) found that teachers in Kenya's public secondary schools scored low on job performance evaluations, largely as a result of insufficient professional development and limited access to instructional materials. These comparable findings reinforce the present study's conclusion that moderate levels of teacher commitment are often influenced by systemic issues such as limited motivation, inadequate supervision, and poor welfare conditions within public schools. Furthermore, the result showing that public senior secondary schools in North-central Nigeria operate at an average level of effectiveness mean = 40.60 indicated that although schools achieve some measure of success in teaching, administration, and student outcomes, there remains substantial room for improvement. This result corroborates the findings of Ajayi and Ekundayo (2021), who observed that while Nigerian secondary schools performed adequately in the affective and psychomotor domains, they were less effective in the cognitive domain attributable to poor learning environments, inadequate facilities, and low teacher motivation. Similarly, Yook et al. (2020) reported that public secondary schools in South Korea performed at a moderate level of effectiveness when evaluated using indicators such as student achievement, teacher quality, infrastructure, and administrative efficiency. In a related study, Ansong et al. (2019) found that most secondary schools in Accra, Ghana scored below average on

key effectiveness indicators, a situation they attributed to systemic problems such as insufficient funding, poor infrastructure, and teacher demotivation.

Most notably, the hypotheses testing revealed a significant relationship between teachers' job commitment and school effectiveness. This finding indicates that higher levels of teacher commitment significantly enhance the overall effectiveness of schools. In other words, when teachers are dedicated to their professional duties such as lesson preparation, instructional delivery, classroom management, and student assessment the likelihood of achieving school objectives increases substantially. This result is consistent with the findings of George (2019), who reported a significant relationship between teachers' job performance, compensation, and school effectiveness in Rivers State, Nigeria. It also aligns with Wamimbi and Bisaso (2021), whose study in Uganda revealed that well-structured performance appraisal practices significantly improved teachers' job performance. In addition, Akpelu et al. (2024) found that training and job enhancement strategies, such as seminars and workshops, contributed positively to teachers' performance and skill development in Rivers State. Conversely, low teacher commitment often leads to decreased instructional quality, poor student performance, and general inefficiency in school operations. The finding is further supported by Arop et al. (2019) who maintained that the realization of institutional goals in education is largely dependent on the quality of teachers' performance and commitment.

Conclusion

This study established that teachers' job commitment plays a pivotal role in determining the effectiveness of public senior secondary schools in North-central Nigeria. The findings revealed that both teachers' job commitment and school effectiveness were at an average level, indicating that while progress is being made, there remains considerable room for improvement. The significant positive relationship between teachers' job commitment and school effectiveness implies that when teachers are more dedicated to their duties, students' learning outcomes, school discipline, and administrative efficiency improve correspondingly. Therefore, enhancing teachers' commitment through improved motivation, supportive supervision, and conducive working conditions is vital for achieving higher levels of effectiveness in public senior secondary schools across the region.

Recommendations

Based on the findings of this study, the following recommendations are made:

- i. The government should ensure prompt payment of salaries, allowances, and other incentives to motivate teachers to perform their duties with higher commitment. Improved welfare packages will enhance teachers' job satisfaction and dedication.
- ii. Regular training, seminars, and workshops should be organised for teachers to build their capacity, improve pedagogical skills, and strengthen their commitment to instructional duties.
- iii. Regular monitoring and evaluation mechanisms should be institutionalized to assess school performance and identify areas that require improvement in learning, discipline, supervision, and community relations.
- iv. Supportive supervision and leadership should be encouraged by school administrators to create an environment where teachers feel valued, supported, and encouraged to perform optimally.

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