

Teachers' Job Commitment and Its Relationship with School Effectiveness in Public Secondary Schools in Kwara State, Nigeria

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Submitted : 2025-08-10 ; Accepted: 2025-10-27 ; Published : 2025-10-28

Abstract

Education remains a vital instrument for social and economic transformation, yet the quality of secondary education in Nigeria continues to face challenges linked to teachers' low morale and limited institutional support. Teachers' job commitment—reflected in promotion satisfaction, job security, and working conditions plays a central role in determining how effectively schools achieve their goals. This study examined the relationship between teachers' job commitment and school effectiveness in public senior secondary schools in Kwara State, Nigeria. A descriptive correlational survey design was employed, involving 313 respondents (268 teachers and 45 principals) selected through multi-stage sampling. Data were collected using a validated questionnaire titled *Teachers' Job Commitment and School Effectiveness Questionnaire (TJCSEQ)*, and analysed with descriptive statistics and the Pearson Product-Moment Correlation (PPMC) at the 0.05 significance level. Findings revealed that both teachers' job commitment and school effectiveness were at moderate levels. Significant positive relationships were found between teachers' promotion and school effectiveness ($r = 0.54, p < 0.05$), job security and school effectiveness ($r = 0.16, p < 0.05$), and working conditions and school effectiveness ($r = 0.30, p < 0.05$). These results indicate that fair promotion, stable employment, and supportive environments enhance teachers' dedication and contribute to more effective schools. The study concludes that improving teacher welfare and institutional management practices is critical for achieving sustainable school effectiveness. It contributes empirical evidence from North-Central Nigeria and offers a framework for policymakers to strengthen teacher motivation and educational quality nationwide.

Keywords: Teachers' Job Commitment, School Effectiveness, Job Security, Working Conditions, Educational Leadership

Introduction

Education remains the most powerful instrument for social, political, and economic transformation in any society. Through education, individuals acquire the knowledge, skills, attitudes, and values necessary to contribute effectively to national development. The effectiveness of any educational system depends largely on the commitment, competence, and motivation of its teachers, who serve as the driving force behind the implementation of educational policies and the attainment of learning outcomes (Caena, 2014). In Nigeria, secondary education occupies a strategic position in preparing learners for higher education and productive citizenship, making the effectiveness of secondary schools a crucial determinant of national progress (Akanni, 2021). Despite its strategic importance, the quality of secondary education in Nigeria has continued to face several challenges, particularly in the area of teacher commitment and institutional performance. Teachers' job commitment, reflected in their dedication to teaching, emotional attachment to the profession, and willingness to go beyond routine responsibilities, is a major predictor of school success (Ajayi et al., 2017). Studies have shown that committed teachers display higher levels of productivity, better classroom management, and stronger influence on students' academic achievement (Gieske et al., 2020; Hayati, 2023). Conversely, low levels of commitment often result in absenteeism, poor instructional delivery, and reduced school effectiveness (Ojiri, 2022).

In recent years, concerns about declining student performance, inadequate supervision, and inconsistent educational quality have drawn attention to the factors influencing teachers' job commitment in Nigerian public schools. Several institutional factors have been identified as significant determinants of teacher motivation and commitment, including the fairness of promotion practices, job security, and the quality of working conditions (Ayuba, 2018; Lawal, 2021). When teachers perceive that promotions are delayed or politically influenced, that their job security is uncertain, or that their work environments are uncondusive, their morale and sense of belonging diminish, which in turn affects school productivity and effectiveness (Mailumo, 2018). School effectiveness, on the other hand, refers to the extent to which a school successfully achieves its educational goals and objectives, particularly in relation to student learning outcomes, staff development, and institutional improvement (Bashar & Yasin, 2020). Effective schools are typically characterised by strong leadership, participatory decision-making, supportive interpersonal relationships, and a positive school climate (Anele & Ogon, 2024). In Nigeria, evidence suggests that many schools fall short of these indicators due to weak management practices and inadequate teacher engagement (Adejumo et al., 2024; Adeoye et al., 2025). Since teachers constitute the largest and most influential human resource in schools, their level of job commitment is expected to have a direct impact on how effectively schools function.

Issues of teacher motivation, irregular promotion, and poor working environments in its public secondary schools. Reports from Salahu (2020) indicate that many teachers express dissatisfaction with promotion procedures, lack of recognition, and unstable welfare policies. These challenges have led to variations in teachers' attitudes toward their duties and have raised questions about how such conditions influence school effectiveness across the state. Given this

background, understanding the relationship between teachers' job commitment and school effectiveness is essential for improving educational quality in Kwara State. This study, therefore, examines how key components of teachers' job commitment, namely promotion, job security, and working conditions, relate to the effectiveness of public senior secondary schools. The study is anchored on the assumption that schools achieve better outcomes when teachers are motivated, secure, and fairly rewarded for their efforts.

Statement of the Problem

Education is widely recognised as a cornerstone for national growth and human capital development. However, the effectiveness of the educational system largely depends on the quality and commitment of its teachers, who play a pivotal role in the teaching–learning process. In Nigeria, particularly at the secondary school level, there is increasing concern about the declining standard of education, which has been attributed partly to the diminishing commitment and motivation of teachers (Ayuba, 2018; Ojiri, 2022). Evidence from both government and independent reports reveals persistent challenges such as irregular promotion, inadequate job security, poor working conditions, and insufficient recognition of teachers' efforts (Ayuba, 2018; Lawal, 2021; Abdulazeez, 2021). These conditions have collectively contributed to low morale, absenteeism, reduced productivity, and, in some cases, teacher attrition within the public school system. In Kwara State, similar challenges persist despite policy efforts to improve educational outcomes. Umar (2023) indicates that a significant proportion of public secondary school teachers express dissatisfaction with delayed promotions, inconsistent welfare packages, and limited professional support. Teachers perceive that promotions are politically influenced rather than merit-based, while job insecurity and poor working environments further weaken their enthusiasm and sense of belonging in the profession (Usman, 2023). Such circumstances not only affect teachers' personal motivation but also have ripple effects on school effectiveness, leading to weak instructional supervision, poor classroom delivery, and suboptimal student performance.

Empirical studies have established that teachers' job commitment, encompassing aspects such as fair promotion, job stability, and favourable working conditions, significantly influences the quality of instruction and the overall effectiveness of schools (Adeoye, 2025; Ibraheem, 2024; Lawal, 2021; Olaifa et al., 2025). However, few studies have holistically examined how these dimensions of commitment interact to influence school effectiveness indicators such as leadership quality, decision-making, and interpersonal relationships within the school environment (Akanni, 2021; Olaniyan, 2021; Hamed, 2023; Temitope, 2018). Existing research tends to focus on either teacher motivation or school performance separately, leaving a gap in understanding how teachers' job commitment variables collectively predict school effectiveness outcomes. Given these gaps, there is a pressing need for empirical evidence that clarifies the relationship between teachers' job commitment and school effectiveness in the context of Kwara State's public senior secondary schools. This study seeks to determine the extent to which promotion, job security, and working conditions as components of teachers' job commitment are related to the effectiveness of schools.

Research Questions

The study was guided by the following research questions:

1. What is the level of teachers' job commitment in public senior secondary schools in Kwara State, Nigeria, in relation to promotion, job security, and working conditions?
2. What is the level of school effectiveness in public senior secondary schools in Kwara State, Nigeria, as perceived through managerial style, decision-making, and interpersonal relationships?

Research Hypotheses

The following null hypotheses were formulated and tested at the **0.05 level of significance**:

1. **H₀₁**: There is no significant relationship between teachers' promotion and school effectiveness in public senior secondary schools in Kwara State, Nigeria.
2. **H₀₂**: There is no significant relationship between teachers' job security and school effectiveness in public senior secondary schools in Kwara State, Nigeria.
3. **H₀₃**: There is no significant relationship between teachers' working conditions and school effectiveness in public senior secondary schools in Kwara State, Nigeria.

Literature Review

Concept of Teachers' Job Commitment

Teachers' job commitment refers to the level of emotional attachment, identification, and involvement that teachers have toward their profession and school organisation. It encompasses a teacher's willingness to invest time, effort, and creativity toward achieving educational goals (Gieske et al., 2020). Highly committed teachers are enthusiastic about their work, demonstrate loyalty to the school, and strive for excellence in instructional delivery. Conversely, teachers with low commitment exhibit reduced motivation, absenteeism, and minimal engagement with school improvement activities (Hayati, 2023). Teacher commitment is essential to the stability and performance of schools because committed teachers are more likely to adopt innovative instructional practices, mentor students, and contribute to the realisation of institutional objectives (Alzoraiki et al., 2023). In the Nigerian context, where public schools face numerous challenges, including limited resources, poor infrastructure, and inconsistent teacher welfare, teachers' job commitment becomes a critical determinant of school success (Akanni, 2021; Adebayo & Ileuma, 2023).

Indicators of Teachers' Job Commitment

a. Promotion

Promotion represents a teacher's advancement from one rank or grade level to another, often accompanied by increased responsibilities and rewards. Fair and transparent promotion policies serve as a significant motivator that enhances teachers' morale and organisational loyalty (Ayuba, 2018). When promotion is delayed or perceived as politically influenced, it creates frustration, reduces enthusiasm, and discourages high performance. Chukwukelu (2023)

emphasises that timely promotion improves self-worth and professional satisfaction, while irregular or unfair promotion practices contribute to teacher turnover. In the Nigerian education system, prolonged stagnation in rank has been linked to low productivity and reduced instructional commitment (Osunyikanmi, 2018). Thus, the extent to which teachers perceive promotion as fair and merit-based directly influences their level of job commitment and their contribution to school effectiveness.

b. Job Security

Job security is the assurance teachers have regarding the continuity and stability of their employment (Faremi, 2021). It reflects a teacher's confidence that their position is safe from arbitrary dismissal, political interference, or unfavourable restructuring. Secure employment gives teachers psychological stability, reduces anxiety, and encourages long-term career dedication (Bawalla, 2021). Studies by Lawal (2020) and Ojiri (2022) revealed that teachers who perceive their jobs as secure tend to exhibit higher commitment levels, better attendance, and greater willingness to invest in professional development. Conversely, feelings of insecurity or uncertainty about continued employment often lead to low morale, disengagement, and higher attrition. Therefore, job security remains a critical driver of sustained teacher commitment in public secondary schools.

c. Working Conditions

Working conditions refer to the physical, psychological, and social environment in which teachers perform their duties (Orji et al., 2021). This includes classroom infrastructure, access to teaching materials, administrative support, workload, and interpersonal climate. Conducive working conditions foster job satisfaction, creativity, and efficiency, while poor environments contribute to frustration and burnout. Ugbe (2024) found that teachers' satisfaction and commitment increase significantly when schools provide safe, well-equipped, and supportive environments. Similarly, Badmus (2023) observed that inadequate facilities, overcrowded classrooms, and a lack of teaching resources negatively impact teachers' engagement and instructional effectiveness. Thus, improving teachers' working conditions is integral to boosting commitment and promoting effective teaching and learning.

Concept of School Effectiveness

School effectiveness refers to the extent to which a school successfully achieves its educational goals, typically measured through student learning outcomes, staff performance, and overall institutional improvement (Bashar & Yasin, 2020). Effective schools are those that not only produce high academic achievement but also provide a supportive, well-managed, and collaborative learning environment. Ayeni and Ojo (2022) and Ebunu (2019) identify effective school leadership, participatory decision-making, and strong interpersonal relationships as core features of effective schools. These factors create an environment that enhances teacher motivation and instructional quality. In the Nigerian context, the effectiveness of public secondary schools is

often challenged by weak management structures, poor leadership styles, and limited teacher participation in governance (Alao & Okoliko, 2024). Hence, strengthening the internal operations and leadership culture of schools is vital for sustainable educational improvement.

Indicators of School Effectiveness

a. Managerial Style

Managerial style refers to the approach and behavioural pattern adopted by school principals in directing, coordinating, and motivating teachers toward achieving institutional goals (Yusuf, 2023). Effective managerial styles foster teamwork, shared vision, and accountability, while autocratic or laissez-faire management often leads to conflict and low teacher morale. Adeoye (2025) and Algothani and Mydin (2022) emphasised that transformational leadership practices such as participative management, open communication, and supportive supervision are positively correlated with teachers' commitment and school success. Thus, the effectiveness of a school's management directly affects both the teachers' level of job satisfaction and the overall school performance.

b. Decision-Making

Decision-making in schools refers to the process through which educational leaders and staff identify problems, evaluate alternatives, and choose the best course of action to achieve desired outcomes (Chinda, 2022; Oredein & Opatunde, 2023). Participatory decision-making, where teachers are involved in planning and problem-solving, fosters a sense of belonging and enhances institutional harmony (Abraham et al., 2023). In contrast, centralised decision-making processes tend to suppress teachers' creativity and weaken organisational commitment. When teachers are actively engaged in decisions concerning curriculum delivery, student management, or school administration, they develop ownership of outcomes, which strengthens both their commitment and the school's effectiveness.

c. Interpersonal Relationships

Interpersonal relationships in schools refer to the quality of interactions among teachers, principals, students, and other stakeholders (Nelson et al., 2021). Positive interpersonal relationships promote trust, teamwork, respect, and open communication, which are essential for a healthy school climate. Ifenaike et al. (2025) and Okokoyo (2024) argue that effective interpersonal communication and emotional intelligence among school leaders foster cooperation and reduce conflicts. Principals who maintain cordial and professional relationships with their staff create a motivating environment that enhances teacher satisfaction and commitment. Therefore, strong interpersonal relationships are key to promoting both school harmony and institutional effectiveness.

Empirical Review

Promotion has been widely acknowledged as a strong predictor of employee motivation and organisational performance. In the educational context, fair and timely promotion enhances teachers' morale, professional confidence, and job satisfaction, which in turn influence student outcomes and school productivity. Adebayo and Ileuma (2023) revealed that innovation and optimisation in public organisations, reporting that fair promotion practices significantly improved employee commitment and service delivery efficiency. Similarly, Obiakor and Uzoka (2024) examined school administrators' motivational strategies in Nigeria and found that when promotion processes were transparent and based on merit, teachers demonstrated stronger work ethics and higher classroom engagement. Ihebom and Uko (2020) emphasised that stagnation in teacher promotion reduces instructional quality and weakens institutional effectiveness. In a related study, Ojiri (2022) discovered that equitable promotion systems were positively associated with teacher performance and student achievement in secondary schools across southern Nigeria. These findings collectively suggest that promotion acts as a motivational driver that strengthens teacher commitment, which directly enhances school performance.

However, many of these studies examined promotion as a component of motivation or job satisfaction without linking it explicitly to school effectiveness indicators such as leadership, decision-making, or interpersonal dynamics. Moreover, there is a paucity of studies focusing on promotion-related commitment among public school teachers in North-Central Nigeria, particularly in Kwara State, where bureaucratic delays and political factors often hinder career advancement. Job security has been identified as a key factor influencing employees' sense of stability, belonging, and dedication to their organisation. Insecure employment conditions often lead to low morale, reduced commitment, and higher turnover intentions (Adebayo & Ileuma, 2023). Olaifa et al. (2025) explored decision-making and job satisfaction among educational administrators and found that job security significantly enhanced teachers' organisational commitment and willingness to participate in shared governance. Ojiri (2022) and Enyiazu (2022) both observed that the absence of stable employment contracts and inconsistent welfare policies contributed to teachers' absenteeism and reduced participation in school improvement programs. Similar findings were reported by Emuchay et al. (2024), who found that leadership style and job security were the most significant predictors of employee performance among educators.

Teachers' working conditions, including classroom environment, physical infrastructure, teaching resources, and administrative support, have consistently been linked to job satisfaction, commitment, and teaching performance (Ojiri, 2022). Olaifa et al. (2025) found that teachers' perceptions of conducive physical environments and adequate instructional materials strongly correlated with increased productivity and organisational commitment in Nigerian public schools. Similarly, Bawalla (2021) discovered that teachers in Chinese private colleges who reported better working conditions exhibited higher job commitment and stronger alignment with institutional goals. Okafor and Aruoture (2022) studied resource management and school effectiveness in Edo State and reported that schools with adequate facilities and motivated teachers achieved higher levels of student success. Jacob et al. (2020) also noted that resource availability and administrative

support play critical roles in ensuring effective teaching and learning processes. Despite these consistent findings, many Nigerian studies have tended to assess working conditions from a facility management perspective rather than as a determinant of teachers' job commitment. Moreover, few have explored how working conditions jointly interact with promotion and job security to predict school effectiveness using a correlational design.

Several researchers have examined school effectiveness from the perspectives of leadership, decision-making, and interpersonal relationships. Adeoye (2025) emphasised that leadership style remains the most critical determinant of school effectiveness, as it directly shapes teachers' motivation and commitment. Similarly, Nadeem (2024) demonstrated that participatory leadership practices, where teachers are involved in decision-making and interpersonal communication is prioritised, foster higher school effectiveness and stronger staff cohesion. Okwedadi (2025) found that teachers' perceptions of administrative fairness and collegial relationships significantly influenced their instructional quality and student outcomes. Umar (2019) added that schools that encourage collaboration and trust-building among staff members exhibit better performance across academic and behavioural indicators.

Tijani (2020) and Olaifa et al. (2025) have linked effective managerial styles and shared decision-making to improved teacher performance and student achievement. However, these studies rarely examined how teachers' internal states, specifically their job commitment factors (promotion, job security, and working conditions), affect the leadership and interpersonal structures that define school effectiveness. From the reviewed literature, it is evident that while numerous studies have explored aspects of teacher motivation, job satisfaction, and school effectiveness, several critical gaps remain: Most previous studies examined teacher motivation or job satisfaction separately from school effectiveness, without integrating the key commitment indicators promotion, job security, and working conditions as predictors of managerial style, decision-making, and interpersonal relationships. There is limited evidence from North-Central Nigeria, particularly Kwara State, where the dynamics of teacher welfare and school management may differ due to sociopolitical and administrative contexts. There is a lack of empirical data showing how promotion, job security, and working conditions collectively influence the core indicators of school effectiveness, managerial style, decision-making, and interpersonal relationships in the Nigerian public school context. The study's findings are expected to contribute new empirical evidence to the body of knowledge on teacher commitment and institutional performance, inform policy reforms in teacher welfare and management, and guide school administrators in developing more supportive environments that enhance both teacher motivation and school effectiveness.

RESEARCH METHOD

Research Design

The study adopted a descriptive correlational survey design. This design was considered appropriate because it enables the researcher to determine the degree and direction of the relationship between two or more variables, in this case, teachers' job commitment and school

effectiveness, without manipulating any of the variables. The design also allows the use of statistical procedures to test hypotheses and make generalisations about the population based on sampled responses (Rahi et al., 2019).

Population

The target population comprised all teachers and principals in public senior secondary schools in Kwara State, Nigeria. According to the Kwara State Ministry of Education (2023), there are 384 public senior secondary schools, employing approximately 6,483 teachers and 384 principals distributed across the three senatorial districts of the state: Kwara Central, Kwara South, and Kwara North.

Sample and Sampling Technique

A total of 313 respondents were selected for the study, comprising 268 teachers and 45 principals. A multi-stage sampling technique was employed. First, the state was stratified into its three senatorial districts to ensure equitable representation. Using purposive sampling, fifteen schools were selected from each district, giving a total of 45 schools. Within the selected schools, a simple random sampling technique was used to choose teachers and principals proportionally. This approach ensured that the sample adequately reflected the population distribution across the districts and minimised sampling bias.

Senatorial District	Number of Schools	Sample of Teachers	Sample of Principals
Kwara Central	15	108	15
Kwara South	15	80	15
Kwara North	15	80	15
Total	45	268	45

Research Instruments

Data were collected using a researcher-designed instrument titled Teachers' Job Commitment and School Effectiveness Questionnaire (TJCSEQ). The questionnaire consisted of two major sections: Section A: Teachers' Job Commitment Questionnaire (TJCQ): This section measured teachers' commitment based on three indicators: promotion, job security, and working conditions. Items were adapted from existing validated scales in related studies (Gieske et al., 2020; Bataineh et al., 2025) and modified to suit the Nigerian secondary school context. Section B: School Effectiveness Questionnaire (SEQ): This section assessed school effectiveness based on three dimensions: managerial style, decision-making, and interpersonal relationships. Items were drawn from prior empirical frameworks on effective school leadership (Ukaigwe & Jack, 2020; Okafor & Aruoture, 2022). All items were rated on a four-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Validity and Reliability of the Instrument

Content and construct validity of the instrument were established by a panel of four experts in Educational Management and Counselling at Al-Hikmah University, Ilorin. They assessed each item for clarity, relevance, and alignment with research objectives, after which necessary modifications were made. To ensure reliability, a pilot test was conducted with 70 participants (50 teachers and 20 principals) from public senior secondary schools outside the main sample area. Data from the pilot test were analysed using the Cronbach's Alpha reliability method via the Statistical Package for the Social Sciences (SPSS) version 26. The obtained coefficients ranged from 0.82 to 0.89 across the subscales, indicating that the instrument was internally consistent and reliable for data collection.

Procedure for Data Collection

The researchers and five trained assistants personally visited the selected schools to administer the questionnaire. Permission was obtained from the school principals before the administration. Respondents were informed about the purpose of the study and assured of confidentiality and anonymity. Completed questionnaires were collected immediately after completion to ensure a high return rate and data integrity.

Data Analysis Techniques

Data collected were coded and analysed using IBM SPSS Statistics version 26. Descriptive statistics (mean and standard deviation) were used to answer the research questions, providing insight into the levels of teachers' job commitment and school effectiveness. Inferential statistics, specifically the Pearson Product-Moment Correlation (PPMC), were employed to test the null hypotheses at a 0.05 level of significance. This technique was chosen to determine the direction and strength of the relationship between teachers' job commitment components (promotion, job security, and working conditions) and school effectiveness indicators (managerial style, decision-making, and interpersonal relationships).

Ethical Considerations

Ethical principles were strictly observed throughout the study. Participants were fully informed of the purpose of the research, assured of the confidentiality of their responses, and allowed to withdraw at any time without consequence. Official permission to conduct the study was obtained from the Kwara State Ministry of Education, and participation was entirely voluntary. All collected data were used solely for academic purposes.

RESULT AND DISCUSSION

Research Question One: What is the level of teachers' job commitment in public senior secondary schools in Kwara State, Nigeria, in relation to promotion, job security, and working conditions?

Table 1.
Level of Teachers' Job Commitment in Public Senior Secondary Schools in Kwara State, Nigeria

S/N	Items	Mean (\bar{x})	SD	Decision
A. Promotion				
1	Teachers intend to advance professionally for a better teaching experience.	3.49	1.13	High
2	Teachers are promoted as at when due without political affiliation.	2.42	1.14	Moderate
3	Teachers are provided with limited opportunities for advancement to be promoted on time.	2.46	1.11	Moderate
4	Teachers are diligent and committed to working towards their promotion.	3.53	1.08	High
5	Teachers are promoted based on school effectiveness.	2.47	1.14	Moderate
Sub-Mean (Promotion)		2.87		Moderate
B. Job Security				
6	Teachers are adequately provided with maximum job security.	2.54	1.13	Moderate
7	Teachers receive full recognition for their successful teaching and learning process.	1.92	1.12	Low
8	Teachers are afraid of losing their teaching jobs due to poor security facilities.	2.47	1.12	Moderate
9	Teachers never feel secure in their teaching jobs.	3.50	1.13	High
10	Teachers are not interested in the policies of the school on job security.	2.53	1.09	Moderate
Sub-Mean (Job Security)		2.59		Moderate
C. Working Conditions				

S/N	Items	Mean (\bar{x})	SD	Decision
11	The working conditions in the school can be improved and enhanced.	3.52	1.11	High
12	Teachers are unhappy with the physical surroundings in the school.	1.92	1.12	Low
13	Teachers like the school principals with whom they work.	3.58	1.19	High
14	Teachers do not get cooperation from their principal.	2.53	1.08	Moderate
15	Teachers complain about poor working conditions that affect the teaching profession.	2.45	1.12	Moderate
Sub-Mean (Working Conditions)		2.80		Moderate
Overall Mean		2.75	1.13	Moderate

Decision Rule: 1.00 – 2.00 = Low, 2.01 – 3.00 = Moderate, 3.01 – 4.00 = High

The results in Table 1 reveal that the overall mean score for teachers' job commitment in public senior secondary schools in Kwara State is 2.75 (SD = 1.13), which falls within the "moderate" range. This indicates that while teachers show some level of professional dedication, their overall commitment is not optimal and can be significantly improved. The sub-mean for promotion (2.87) suggests a moderate level of commitment associated with promotion-related factors. Teachers reported strong personal motivation to improve professionally ($\bar{x} = 3.49$) and diligence in seeking advancement ($\bar{x} = 3.53$), indicating intrinsic professional drive. However, perceptions of unfair promotion practices and political influence ($\bar{x} = 2.42$; 2.46) reduced the overall satisfaction in this area. These findings imply that institutional promotion policies may not be fully transparent or timely, thereby dampening motivation. With a sub-mean of 2.59, job security was also rated moderate. Interestingly, while teachers acknowledged feeling generally insecure ($\bar{x} = 3.50$), they expressed dissatisfaction with recognition for their efforts ($\bar{x} = 1.92$). This suggests that psychological insecurity, not necessarily the loss of employment, but uncertainty regarding recognition and professional stability, negatively affects teachers' morale. The moderate perception of job security implies that teachers may remain in their positions but lack long-term confidence and emotional commitment to the system. The sub-mean of 2.80 (moderate) indicates that while teachers appreciate certain aspects of their work environment, especially cordial relationships with principals ($\bar{x} = 3.58$), other environmental and infrastructural challenges persist. Complaints about poor facilities ($\bar{x} = 2.45$) and unpleasant physical surroundings ($\bar{x} = 1.92$) reveal a disconnect between administrative support and teachers'

expectations. The data suggest that teachers are committed despite facing unfavourable work environments, highlighting resilience but also signalling potential burnout if such conditions persist. The overall level of teachers' job commitment in Kwara State public senior secondary schools is moderate. The findings underscore that institutional reforms targeting fair promotion processes, improved job stability, and enhanced working environments are essential for strengthening teacher commitment and, by extension, improving school effectiveness.

Research Question Two: What is the level of school effectiveness in public senior secondary schools in Kwara State, Nigeria, as perceived through managerial style, decision-making, and interpersonal relationships?

Table 2.
Level of School Effectiveness in Public Senior Secondary Schools in Kwara State, Nigeria

S/N	Items	Mean (\bar{x})	SD	Decision
A. Managerial Style				
1	The principal ensures instructional programmes, student and staff services, and physical resources are adequately managed.	3.49	1.10	High
2	The principal improves instruction and curriculum to enhance school effectiveness.	3.37	1.16	High
3	The principal uses effective leadership styles to determine school climate.	2.54	1.13	Moderate
4	The principal manages school operations to achieve desired educational outcomes.	2.47	1.10	Moderate
5	Managerial style has a positive effect on students' outcomes and overall school performance.	3.51	1.15	High
Sub-Mean (Managerial Style)		3.08		High
B. Decision-Making				
6	The principal makes timely decisions to improve school effectiveness.	2.53	1.12	Moderate
7	The principal considers alternative options before making decisions.	3.51	1.14	High
8	Decision-making is an important administrative process that improves school performance.	2.51	1.13	Moderate

S/N	Items	Mean (\bar{x})	SD	Decision
9	The principal takes appropriate decisions to enhance teaching and learning processes.	3.05	1.12	High
10	Teachers are allowed to participate in decision-making processes in the school.	2.51	1.14	Moderate
Sub-Mean (Decision-Making)		2.82		Moderate
C. Interpersonal Relationships				
11	The principal is friendly and approachable to both students and teachers.	2.49	1.12	Moderate
12	The principal demonstrates approachability and accessibility to all staff members.	2.50	1.13	Moderate
13	The principal encourages teaching enthusiasm and supports student achievement.	2.50	1.10	Moderate
14	The principal promotes cordial relationships with students and teachers.	3.14	1.09	High
15	The principal promotes a sense of teamwork among teachers.	2.49	1.11	Moderate
Sub-Mean (Interpersonal Relationships)		2.62		Moderate
Overall Mean		2.84	1.12	Moderate
Decision Rule: 1.00 – 2.00 = Low		2.01 – 3.00 = Moderate	3.01 – 4.00 = High	

The results in Table 2 reveal that the overall mean score for school effectiveness in public senior secondary schools in Kwara State is 2.84 (SD = 1.12), which indicates a moderate level of effectiveness. This suggests that while schools exhibit some features of effectiveness, there are still substantial areas requiring improvement, particularly in decision-making processes and interpersonal relationships among staff. The sub-mean of 3.08 (High) indicates that managerial style is a relatively strong dimension of school effectiveness in Kwara State. Respondents agreed that most principals demonstrate competence in managing instructional programs ($\bar{x} = 3.49$) and curriculum improvement ($\bar{x} = 3.37$). The positive assessment of principals' leadership impact ($\bar{x} = 3.51$) reflects effective administrative oversight. However, moderate scores in areas related to leadership influence on school climate ($\bar{x} = 2.54$) and evaluation of outcomes ($\bar{x} = 2.47$) suggest that not all principals consistently apply participatory or transformational management practices.

This finding implies that while management capability exists, the depth of leadership engagement and inclusiveness varies across schools. Decision-making recorded a sub-mean of 2.82, denoting a moderate level of practice. Respondents affirmed that principals make thoughtful and timely decisions ($\bar{x}=3.05\text{--}3.51$), yet there remains limited teacher participation ($\bar{x}=2.51$). The moderate scores indicate a tendency toward top-down administrative decision-making, which may inhibit teacher input and innovation. This finding underscores the need for shared governance and collaborative leadership, as participatory decision-making has been shown to enhance teachers' sense of ownership, accountability, and institutional loyalty. The sub-mean of 2.62 (Moderate) indicates that interpersonal relationships between school leaders, teachers, and students are only modestly effective. While teachers acknowledged that some principals foster cordial relationships ($\bar{x}=3.14$), the moderate ratings across friendliness, approachability, and teamwork ($\bar{x}=2.49\text{--}2.50$) suggest that communication gaps and relational barriers exist in many schools. Weak interpersonal relationships may limit cooperation, reduce staff morale, and affect collective goal attainment. This implies that school climate and relational dynamics remain underdeveloped areas in many public schools in Kwara State. The overall level of school effectiveness in public senior secondary schools in Kwara State is moderate ($\bar{x}=2.84$). The results suggest that while schools are functionally managed, transformational leadership, participatory governance, and improved communication are required to achieve higher institutional effectiveness.

Research Hypotheses

H₀₁: There is no significant relationship between teachers' promotion and school effectiveness in public senior secondary schools in Kwara State, Nigeria.

Table 3.

Pearson Product-Moment Correlation Showing the Relationship Between Teachers' Promotion and School Effectiveness

Variables	N	Mean (\bar{x})	SD	r-cal	p-value	Decision
Teachers' Promotion	700	13.03	2.44	0.54	0.039	Significant
School Effectiveness	700	39.36	5.05			

Decision Rule: Reject H₀ if $p < 0.05$; Accept H₀ if $p \geq 0.05$.

The result in Table 3 reveals that the calculated correlation coefficient is $r = 0.54$ with a p-value of 0.039, which is less than 0.05. Therefore, the null hypothesis (H₀₁) is rejected. This indicates that there is a moderate positive and statistically significant relationship between teachers' promotion and school effectiveness in public senior secondary schools in Kwara State, Nigeria. The positive correlation implies that as teachers' promotion opportunities increase, school effectiveness also improves. In other words, schools where teachers are promoted regularly, based on merit and performance, tend to achieve better outcomes in leadership efficiency, decision-making, and interpersonal relationships. Conversely, delays or irregularities in promotion can dampen teacher motivation and reduce institutional effectiveness.

H₀₂: There is no significant relationship between teachers' job security and school effectiveness in public senior secondary schools in Kwara State, Nigeria.

Table 4.
Pearson Product-Moment Correlation Showing the Relationship Between Teachers' Job Security and School Effectiveness

Variables	N	Mean (\bar{x})	SD	r-cal	p-value	Decision
Teachers' Job Security	700	12.50	2.45	0.16	0.043	Significant
School Effectiveness	700	39.36	5.05			

Decision Rule: Reject H₀ if $p < 0.05$; Accept H₀ if $p \geq 0.05$.

The result in Table 4 indicates that the calculated correlation coefficient is $r = 0.16$, with a p-value of 0.043, which is less than 0.05. Consequently, the null hypothesis (H₀₂) is rejected. This reveals a weak but statistically significant positive relationship between teachers' job security and school effectiveness in public senior secondary schools in Kwara State. The result implies that when teachers perceive their employment as stable and secure, they demonstrate greater commitment, focus, and productivity, thereby improving school effectiveness. Although the strength of the relationship is relatively low, the significance suggests that job security contributes meaningfully to teachers' overall morale, continuity, and institutional performance.

H₀₃: There is no significant relationship between teachers' working conditions and school effectiveness in public senior secondary schools in Kwara State, Nigeria.

Table 5
Pearson Product-Moment Correlation Showing the Relationship Between Teachers' Working Conditions and School Effectiveness

Variables	N	Mean (\bar{x})	SD	r-cal	p-value	Decision
Teachers' Working Conditions	700	12.73	2.53	0.30	0.017	Significant
School Effectiveness	700	39.36	5.05			

Decision Rule: Reject H₀ if $p < 0.05$; Accept H₀ if $p \geq 0.05$.

The result in Table 8 reveals a calculated correlation coefficient of $r = 0.30$ with a p-value of 0.017, which is less than 0.05. Thus, the null hypothesis (H₀₃) is rejected. This indicates a low-to-moderate positive and statistically significant relationship between teachers' working conditions and school effectiveness in public senior secondary schools in Kwara State. The positive relationship implies that improvements in teachers' working conditions, such as better classroom environments, adequate teaching materials, manageable workload, and administrative support, are associated with higher levels of school effectiveness. In other words, schools that

provide supportive working environments tend to have more motivated teachers, stronger leadership collaboration, and more effective instructional outcomes.

Discussion of Findings

The study investigated the relationship between teachers' job commitment, measured through promotion, job security, and working conditions and school effectiveness in public senior secondary schools in Kwara State, Nigeria. Findings revealed that teachers' overall job commitment was moderate, indicating a fair level of dedication but suggesting room for improvement. Similarly, school effectiveness was also found to be moderate, signifying that while schools demonstrate some effectiveness, managerial, decision-making, and relational aspects remain suboptimal. Correlation analyses further established significant positive relationships between teachers' promotion and school effectiveness, teachers' job security and school effectiveness and teachers' working conditions and school effectiveness. These results collectively suggest that fair promotion practices, stable employment, and improved working conditions enhance teachers' motivation, which in turn contributes to more effective schools. The findings align with earlier studies by Adebayo and Ileuma (2023) and Ojiri (2022), which reported that transparent promotion and supportive work environments foster greater teacher dedication and improve student outcomes. Similarly, Bawalla (2021) and Faremi (2021) observed that job security and recognition play vital roles in sustaining teachers' professional enthusiasm and institutional loyalty. However, the current study diverges from Adeoye (2025), who found a high level of teacher commitment in South-West Nigeria, suggesting possible contextual differences. The moderate commitment observed in Kwara State may stem from localised administrative challenges such as delayed promotions and inadequate welfare support (Umar, 2023; Usman, 2023). Moreover, while Nadeem (2024) reported high school effectiveness under participatory leadership, this study recorded only moderate effectiveness, implying that participatory decision-making is less entrenched in Kwara State's public schools. Thus, regional disparities in management culture and teacher welfare policies may explain variations between this study and prior research. The results of this study underscore a critical insight: teachers' job commitment is not merely a personal attribute but a systemic outcome shaped by institutional practices and leadership culture. The moderate levels of commitment and effectiveness observed suggest that many teachers continue to perform their duties despite feeling undervalued or inadequately supported. This resilience reflects the broader phenomenon of "professional endurance" seen in Nigerian public education, where teachers persist under challenging conditions. At a broader societal level, the findings highlight that teacher commitment and school effectiveness are interdependent mechanisms of educational quality. When promotion systems are merit-based, when teachers feel secure in their jobs, and when schools provide conducive environments, collective motivation rises, leading to better student outcomes and institutional stability.

CONCLUSION

This study revealed several findings that distinguish it from prior research on teachers' job commitment and school effectiveness. High levels of teacher commitment and strong school effectiveness in other Nigerian contexts; this research found both variables to be only moderate in Kwara State. Specifically, although promotion, job security, and working conditions each had significant positive relationships with school effectiveness, the strength of these relationships was lower than previously observed. This suggests that contextual factors such as bureaucratic promotion systems, inconsistent welfare policies, and resource inadequacies uniquely shape teacher commitment in Kwara State's public secondary schools. This study contributes both empirical and practical value to the field of educational management. Empirically, it fills a regional gap by providing data from North-Central Nigeria, where studies on the intersection of teacher commitment and school effectiveness remain scarce. By examining promotion, job security, and working conditions simultaneously, the study extends the conceptual understanding of teacher commitment beyond single-factor models. Practically, the research offers evidence-based insights that can inform policy decisions in teacher welfare and school administration. It demonstrates that transparent promotion policies, stable employment, and supportive working environments are not isolated motivators but interconnected determinants of institutional success. For school administrators and policymakers, the study underscores the need to strengthen leadership training, adopt participatory decision-making practices, and prioritise teacher recognition systems as strategies for enhancing overall school performance. Thus, the study provides a concrete framework for improving teacher morale and achieving higher educational effectiveness in Nigerian public schools. In conclusion, this study establishes that teachers' commitment, shaped by fair promotion, secure employment, and conducive working conditions, significantly influences how effectively schools operate. However, the moderate levels observed highlight persistent systemic weaknesses within Kwara State's educational framework. Addressing these challenges through inclusive leadership and improved welfare policies will be vital for achieving sustainable educational quality and stronger school effectiveness across Nigeria. Future studies could adopt longitudinal or experimental designs to determine causal pathways. Second, the study relied on self-reported questionnaire data, which may be influenced by social desirability bias or respondents' perceptions. Subsequent research could incorporate qualitative interviews or classroom observations to triangulate findings and deepen understanding. Third, the study was confined to public senior secondary schools in Kwara State, limiting the generalizability of results.

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