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P(ISSN) : 3007-0031

E(ISSN) : 3007-004X

<https://rc-archive.com/index.php/Journal/about>



Exploring the Relationship between Organizational Commitment of Male Teachers and their classrooms Performance in Secondary Schools

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Publisher : EDUCATION GENIUS SOLUTIONS

Review Type: Double Blind Peer Review

ABSTRACT

This study explores the relationship between the organizational commitment of male secondary school teachers and their classroom performance. In an increasingly demanding educational environment, teachers' commitment to their institutions plays a crucial role in shaping the quality of instruction and student outcomes. The objectives of the study were: (i) to find relationship between organizational commitment level of male teachers and classroom performance and (ii) to explore the relationship between organizational commitment and classroom performance regarding age, experience and qualification of male teachers. The study's population consisted of all male government secondary school teachers in the Abbottabad District. 120 male teachers were selected as a sample of the study through random sampling technique. The collected data from secondary school teachers of both public and private institutions were analyzed by using SPSS software. According to teachers' perceptive it was concluded that there was higher levels of organizational commitment among male teachers associated with student achievement and better classroom outcomes. Teachers expressed that there was significant association between the age, qualification and experience of male teachers and their level of organizational commitment. The perception of majority of male teachers revealed that there was a significant correlation between organizational commitment and classroom performance. There was a strong and positive correlation between organizational commitment and classroom performance regarding male teachers' age, experience and qualification. It is therefore, recommended that organizational commitment programs should be promoted in schools for professional development workshops, team building activities and recognition programs should be strengthened to boost organizational commitment of male teachers to increase classroom performance. The study offers valuable insights for school administration, policy makers, and educational planners aiming to improve school effectiveness through human resource practices.

Introduction

An organization's effectiveness is significantly influenced by its human resources, with employee commitment emerging as a critical determinant of success. Recognizing the importance of its human capital, every organization must understand the deep interconnection between employee engagement and institutional outcomes. In well-managed organizations, committed employees are seen not merely as resources but as invaluable assets who drive growth, innovation, and effectiveness. In contrast, disengaged or non-committed employees often become liabilities, contributing little to institutional development while experiencing low fulfillment both professionally and personally. As a result, organizations frequently invest considerable time, money, and effort into strategies that promote employee motivation and long-

term commitment.

In the educational sector, teachers are at the heart of institutional performance. Organizational commitment is defined as an employee's psychological attachment to their organization's goals, values, and mission that plays a crucial role in the effectiveness of teaching and learning. In schools, particularly at the secondary level, a teacher's level of commitment can directly influence students' academic performance, engagement, and overall classroom environment. This commitment is not only reflected in the teachers' instructional efforts but also in their attitude, behavior, and the values they transmit to their students (Allen & Meyer, 1990).

Teachers act as both educators and role models. Their personal values, behavior, and professional dedication have a profound impact on shaping students' personalities during their formative years. More than their spoken words, it is the lived example of teachers that resonates with students, making it imperative for educators to demonstrate integrity, empathy, and motivation. The effectiveness of the teaching-learning process is therefore intricately tied to the teacher's own sense of responsibility and professional commitment (Behera, 2020).

Given their pivotal role in educational institutions, teachers must constantly seek to refine their instructional methods and engage students meaningfully. Their ability to do so, however, depends heavily on the degree of organizational support they receive, their job satisfaction, perceived job security, and opportunities for growth. Organizational and job-related factors, along with personal attributes, influence teachers' commitment, which in turn affects classroom performance and ultimately the academic success of students.

Education is universally recognized as a cornerstone of national development, and the quality of any educational system hinges largely on the competence and commitment of its teachers. In this regard, secondary schools have the critical responsibility of preparing students who are not only academically capable but also ready to contribute meaningfully to society. This underscores the importance of understanding and enhancing teacher commitment, particularly in developing contexts where educational challenges are often compounded by systemic and structural issues.

While extensive research has been conducted on organizational commitment in Western countries, there remains a substantial gap in literature concerning developing nations such as Pakistan. Existing studies (e.g., Khan, 2015; Hussain et al., 2023) highlight the relevance of demographic, organizational, and job-related variables in shaping organizational commitment among faculty members. However, few studies have directly examined how this commitment translates into classroom performance, especially at the secondary school level.

This study seeks to address this gap by exploring the relationship

between organizational commitment and classroom performance among secondary school teachers in Pakistan. It also considers the influence of various demographic and institutional factors on this relationship. By doing so, the research aims to provide actionable insights for school administrators and policymakers to foster an educational environment that promotes both teacher satisfaction and student achievement (Firestone & Pennell, 1993).

Statement of the Problem

Several research studies have been conducted to explore the organizational commitment in different professions. Limited research has focused on male teachers organizational commitment related to classroom performance at secondary level. Moreover, for exploring the demographic factors like age, experience and qualification may further effect this relationship. In educational context there are limited researches with regard to this context. That was why the present study titled “Exploring the Relationship between Organizational Commitment of Male Teachers and their classrooms Performance in Secondary Schools” was conducted.

Objectives of the Study

- i) To find relationship between organizational commitment level of male teachers and classroom performance
- ii) To explore the relationship between organizational commitment and classroom performance regarding age, experience and qualification of male teachers.

Hypothesis of the Study

- H₀1:** There is no significant relationship between the organizational commitment level and class performance of male teachers.
- H₀2:** There is no significant relationship between the organizational commitment level and age of male teachers with regard to classroom performance.
- H₀3:** There is no significant relationship between the organizational commitment level and experience of male teachers with regard to classroom performance.
- H₀4:** There is no significant relationship between the organizational commitment level and qualification of male teachers regarding classroom performance

Significance of the Study

The present study will be helpful to provide insights for heads of institutions and policy makers to increase organizational commitments of male teachers. It will be helpful to design policies and professional development programs for increasing organizational commitment and consequently classroom effectiveness among male teachers at secondary school level.

Literature Review

Role of Organizational Commitment

Organizational commitment has long been considered a significant predictor of employee performance, job satisfaction, and institutional effectiveness. In the educational context, a teacher's

commitment to their school and profession directly influences classroom behavior, instructional quality, and ultimately student achievement (Mowday, Steers & Porter, 1979).

Concept of Organizational Commitment

Organizational commitment is broadly defined as the psychological attachment and loyalty an individual feels toward their organization (Meyer & Allen, 1991). It is generally categorized into three dimensions:

- **Affective commitment** (emotional attachment to the organization),
- **Continuance commitment** (awareness of costs associated with leaving), and
- **Normative commitment** (obligation to remain with the organization).

Teachers with high affective commitment are more enthusiastic about teaching and are likely to take ownership of student outcomes. Conversely, those with low commitment levels may show less initiative, leading to lower classroom performance (Meyer, A., 1997).

Organizational Commitment in Educational Settings

In the educational sector, organizational commitment has been associated with improved student outcomes, lower absenteeism, and higher job satisfaction (Singh & Billingsley, 1996). Committed teachers tend to invest more effort in instructional preparation, adopt innovative pedagogical techniques, and foster better relationships with students.

A study by Day et al. (2005) emphasized the importance of emotional and professional commitment among teachers in sustaining classroom effectiveness. They found that committed teachers are more resilient and motivated to overcome challenges in the teaching-learning process.

In the Pakistani context, Khan (2015) explored organizational commitment among university faculty and found that institutional support, job security, and growth opportunities significantly influenced teachers' dedication levels. However, limited research has been conducted at the secondary school level, particularly examining how commitment translates into actual classroom performance.

Teacher Commitment and Class Performance

Teachers serve as the cornerstone of the educational system, with their performance in the classroom shaping the academic and moral development of students. According to Behera (2020), teachers influence students not just through content delivery, but also through modeling behaviors, values, and attitudes. Hence, a committed teacher not only improves academic performance but also contributes to the holistic development of students.

Further, Hussain, Rafaqat, and Hussain (2023) found that student academic performance was closely tied to teacher motivation, which is often driven by organizational commitment

and institutional recognition. Teachers who feel valued by their institutions are more likely to go the extra mile in supporting student learning.

Factors Influencing Organizational Commitment

Multiple studies have identified demographic (e.g., age, gender, experience), organizational (e.g., leadership style, school climate), and job-related variables (e.g., job satisfaction, autonomy) as significant predictors of organizational commitment (Ingersoll, 2001; Khan, 2015). For instance, organizational justice—both procedural and distributive—has been found to enhance teacher commitment, as it fosters a sense of fairness and belonging within the institution (Tadesse & Chongqing, 2019).

In addition, the availability of professional development opportunities and a supportive administrative structure has been shown to strengthen teacher loyalty and dedication (Shann, 1998).

Classroom Performance and Teacher Age

Classroom performance is often assessed through student engagement, instructional strategies, and academic achievement. Teacher age can have a nuanced impact on performance. Older teachers generally bring more experience and refined pedagogical skills, which can enhance classroom effectiveness (Kraft & Papay, 2014). However, some research indicates that younger teachers may be more adaptable to new teaching technologies and methods (Ingersoll, 2001). Therefore, age may both positively and negatively influence classroom outcomes depending on the context.

Moderating Role of Age among Male Teachers

Age may moderate the relationship between organizational commitment and classroom performance, particularly among male teachers. Older male teachers might demonstrate stronger continuance commitment due to job security and tenure, which could maintain classroom performance through stability and experience (Ng & Feldman, 2010). Younger male teachers might rely more on affective commitment linked to their passion for teaching and innovation, which can lead to dynamic classroom performance but might be vulnerable to organizational dissatisfaction (Day et al., 2007).

A study by Tella, Ayeni, and Popoola (2007) found that age positively correlated with both organizational commitment and job performance among teachers, suggesting that as male teachers age, their commitment and performance tend to improve. However, challenges such as resistance to change or health issues in older teachers might temper this relationship (Bakker et al., 2011).

The relationship between organizational commitment and classroom performance among male teachers is complex and influenced by age. While commitment generally supports better performance, the nature of this support varies across age groups due to differences in motivation, experience, and adaptability. Future research could benefit from longitudinal studies that track male teachers across their careers to better understand how age

and organizational commitment interact to influence classroom outcomes.

Teacher Experience and Its Influence

Experience is a key determinant of classroom effectiveness. Research has consistently demonstrated that more experienced teachers tend to have better classroom management skills, deeper content knowledge, and refined pedagogical approaches (Rice, 2010). Experience contributes to teachers' confidence and competence, which often translates into improved student outcomes (Hanushek et al., 2005). For male teachers, experience may also influence how they perceive their roles within the school organization and their commitment to the institution.

Moderating Role of Experience among Male Teachers

Experience may moderate how organizational commitment influences classroom performance among male teachers. Experienced teachers might display stronger continuance commitment due to career investment and job security, leading to stable classroom performance (Ng & Feldman, 2010). Their extensive knowledge and skills could also strengthen the impact of affective commitment on teaching effectiveness (Day et al., 2007). Conversely, novice male teachers might exhibit high affective commitment driven by enthusiasm but lack the pedagogical expertise to translate this into high classroom performance consistently.

Empirical evidence supports the notion that experience enhances the positive effect of organizational commitment on classroom outcomes. For instance, a study by Tella, Ayeni, and Popoola (2007) found that teachers with more years of service demonstrated higher commitment levels and better performance metrics. Additionally, the mentoring and support systems often available to experienced male teachers can reinforce their organizational commitment and instructional quality (Ingersoll & Strong, 2011).

The relationship between organizational commitment and classroom performance among male teachers is significantly influenced by teaching experience. Experienced male teachers tend to exhibit higher organizational commitment and translate this into better classroom outcomes due to their expertise and job stability. In contrast, less experienced teachers may need additional organizational support to sustain their commitment and improve performance. Educational stakeholders should consider experience as a key factor when designing interventions aimed at enhancing teacher commitment and classroom effectiveness.

Teacher Qualification and Classroom Performance

Teacher qualification has been positively correlated with instructional quality and student achievement across numerous studies. Qualifications reflect the depth of subject knowledge and pedagogical skills a teacher possesses, which are crucial for delivering effective instruction and managing classrooms (Darling-

Hammond, 2000). Qualified teachers are better equipped to use diverse teaching strategies, assess student progress, and adapt to learners' needs, resulting in improved classroom performance (Akiba, LeTendre, & Scribner, 2007).

Male Teachers' Qualifications: Context and Implications

Research indicates that male teachers' qualifications can vary significantly depending on regional, cultural, and institutional factors (Bucher & Manning, 2017). Male teachers with higher qualifications tend to have greater professional self-efficacy and commitment, which positively influence their teaching practices (Kraft & Papay, 2014). In contexts where male teachers are underrepresented, higher qualifications may also enhance their confidence and status, contributing to better classroom outcomes (Travers & Cooper, 1996).

Impact on Classroom Performance

Classroom performance involves effective lesson delivery, student engagement, and classroom management. Studies suggest that male teachers with advanced qualifications generally demonstrate higher classroom performance due to enhanced content mastery and pedagogical skills (Hanushek, Kain, & Rivkin, 2005). For example, a study by Rice (2010) found that teachers with bachelor's degrees or higher performed significantly better in terms of student academic gains compared to less qualified counterparts.

Additionally, qualified male teachers are more likely to incorporate innovative teaching methods and use technology effectively, further improving classroom dynamics and student learning (Darling-Hammond, 2010). Their formal training also equips them to manage diverse classrooms, address behavioral challenges, and foster a positive learning environment (Marzano, 2003).

Method and Procedure

Population of the study

The population of this study consisted of male teachers teaching in Government Secondary Schools located in District Abbottabad, Khyber Pakhtunkhwa (KPK), Pakistan. These teachers represent a diverse group serving across various institutions in both urban and rural settings within the district.

Sample of the study

A total of 120 male teachers were selected as the sample for this study. The sample was evenly divided by urban and rural male teachers. A purposive sampling technique was used to ensure fair representation and minimize selection bias across the population. This study employed a descriptive research design.

Data collection Tools

Data were collected using instruments like Organizational Commitment Questionnaire: A self-developed instrument designed to assess teachers' levels of commitment to their profession and institution. Teachers' classroom performance was assessed indirectly by analyzing the academic scores of students in the

subjects taught by the respective teachers. Demographic Variables Information Proforma was used to gather information about participants' age, gender, teaching experience, qualification, and other relevant demographic details.

Data Analysis

The collected data were coded and entered into the Statistical Package for Social Sciences (SPSS) for analysis. Descriptive and inferential statistical methods were employed: Mean scores were calculated to assess average commitment levels. Pearson's correlation coefficient was applied to determine the relationship between teachers' organizational commitment and their classroom performance.

Results and Interpretation of Data

H₀₁: There is no significant relationship between the organizational commitment level and class performance of male teachers.

Table 1: Relationship between organizational commitment and classroom performance of male teachers

Group	N	Mean	r	p-value
Teachers Commitment level	120	54.940	0.514	0.000
Teachers Achievement	120	55.052		

Significant at the level = $p < 0.05$

Table 1 shows a positive and moderate correlation between male teachers' organizational commitment levels and their class performance. The correlation coefficient was $r = 0.514$, which indicated a moderate association. This relationship was found statistically significant at the 0.05 level ($p < 0.05$). Hence, the null hypothesis was rejected which indicated significant relationship between male teachers' organizational commitment and their class performance. It means that there was a higher levels of organizational commitment among male teachers associated with student achievement and better classroom outcomes.

H₀₂: There is no significant relationship between the organizational commitment level and age of male teachers with regard to classroom performance.

Table 2: Association between organizational commitment level and age of male teachers with regard to classroom performance

Group	N	Mean	r	p-value
Teachers' commitment level	120	54.94	0.507	0.000
Age of teachers	120	46.68		

Significant at the level = $p < 0.05$

Table 2 reveals positive and moderate correlation between the organizational commitment levels and the age of male teachers with regard to classroom performance. The correlation value ($r = 0.507$) reflected statistical significant correlation at the 0.05 level ($p < 0.05$). As a result, the null hypothesis was rejected. It means that there was significant association between the age of male teachers and their level of organizational commitment.

H₀3: There is no significant relationship between the organizational commitment level and experience of male teachers with regard to classroom performance.

Table 3: Relationship between organizational commitment and experience of male teachers regarding classroom performance.

Group	N	Mean	r	p-value
Teachers' commitment level	120	54.94	0.701	0.000
Teachers' Experience	120	20.51		

Significant at the level = $p < 0.05$

Table 3 indicates that there was positive and strong correlation between male teachers' organizational commitment level and their teaching experience. The correlation coefficient value ($r = 0.701$) showed strong association between the two variables. The relationship was found statistically significant at the 0.05 level ($p < 0.05$). Hence, the null hypothesis was rejected confirmed significant relationship between male teachers' organizational commitment and their teaching experience. It means that experienced teachers were highly committed to their organization due to which their classroom performance was also better.

H₀4: There is no significant relationship between the organizational commitment level and qualification of male teachers regarding classroom performance

Table 4: Association level between organizational commitment and qualification of male teachers regarding classroom performance

Group	N	Mean	r	p-value
Male teachers' organizational commitment	120	54.94	0.701	0.000
Male teachers' Qualification	120	20.51		

Significant at the level = $p < 0.05$

Table 4 shows that there was weak positive and strong correlation between the organizational commitment and the qualification of male teachers having correlation coefficient value ($r=0.701$). The relationship was found statistically significant at the 0.05 level ($p>0.05$). Therefore, the null hypothesis was rejected indicated strong and positive significant relationship between male teachers' organizational commitment and their qualification levels regarding classroom performance. It means that higher qualification of teachers were not only committed but also showed higher classroom performance in their organization.

Conclusions

- Teachers perceived that there was higher level of organizational commitment among male teachers associated with student achievement and better classroom outcomes.
- Teachers expressed that there was significant association

between the age of male teachers and their level of organizational commitment to increase classroom performance.

- Teachers viewed that experienced teachers were highly committed to their organization due to which their classroom performance was also better.
- Teachers opined that higher qualification of teachers not only increase the level of commitment but also showed higher classroom performance in their organization.

Recommendations

On the basis of findings and conclusions of this study, the following recommendations are made:

The perception of majority of male teachers revealed that there was a significant correlation between organizational commitment and classroom performance. There was a strong and positive correlation between organizational commitment and classroom performance regarding male teachers' age, experience and qualification. It is therefore, recommended that organizational commitment programs should be promoted in schools for professional development, workshops, team building activities and recognition programs should be strengthened to boost organizational commitment of male teachers.

Male teachers having more experience and higher qualifications be assigned critical academic areas or mentoring role to utilize their skills for improving classroom performance guiding less experienced colleagues. Teachers should be offered continuous professional development programs to build their capacity for increasing their teaching effectiveness and classroom management skills.

The management of institutions should focus on retention strategies like carrier progression opportunities and incentives for maintaining their high level of organizational commitment to ensure positive impact on student performance.

Recommendation for future studies

Further studies may be conducted to find the impact of organizational commitment for female teachers with large sample size and by using multiple tools for the data collection.

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