

## JOB SECURITY AND WORK VALUE AS CORRELATES JOB COMMITMENT OF SECONDARY SCHOOL TEACHERS IN SOUTHWEST, NIGERIA

BY

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### Abstract

*The study examined work related factors and job commitment of secondary school teachers in Southwest, Nigeria. Descriptive survey research design was adopted for the study. The study investigated the relationship between job security, work value and job commitment of secondary school teachers. The population of the study consisted 76,611 comprising all the secondary school teachers and 2,718 principals in Southwest, Nigeria. The sample comprised 1,200 respondents, that is, 240 Head of Departments (HODs) and 960 teachers from 60 secondary schools in Southwest, Nigeria using multistage sampling procedure. The instruments for data collection were "Job Security and Work Value Questionnaire (JSWVQ) and Teachers Job Commitment Questionnaire (TJCQ). Face and content validity was ensured by experts in the Department Educational Management, Faculty of Education, Ekiti State University, Ado-Ekiti while the reliability was ascertained using the test-retest method and reliability co-efficient of 0.85 and 0.90*

*were obtained for JSWVQ and TJCQ respectively. Data obtained for the study was analyzed using descriptive and inferential statistics. Frequency count and percentage score were used to answer the two research questions. Inferential statistics were used to test the hypotheses. Hypotheses 1 and 2 were tested using Pearson Product Moment Correlation. All hypotheses formulated were tested at 0.05 level of significance. The study revealed that there was significant relationship between work related factors and job commitment of secondary school teachers in Southwest, Nigeria. The study also showed that there was significant relationship between job security and job commitment of secondary school teachers in Southwest, Nigeria. Based on the findings of the study, it was concluded that the use of job security and work value are essential factors that could make teachers to be more committed to their jobs. Based on the findings of the study, it was recommended that school principals and government should ensure teachers' job security should not be used as threat to the teachers and there is adequate provision of pension and gratuity for teachers in other for them to work optimally. Also, school administrators should make work value in secondary schools of great importance for teachers to so that teachers could be more committed to their jobs.*

**Key Words:** Job Security, Work Value, Job Commitment, Teachers, Secondary Schools

## Introduction

Nations globally establish educational systems with clearly articulated goals and objectives. It is widely acknowledged that no nation has ever reached a degree of progress surpassing that of its educational framework. This has served as a pivotal instrument for developing countries, and Nigeria is no exception. Consequently, significant emphasis must be placed on education to achieve success. It is unequivocal that the significance of education in national development cannot be overstated. Countries around the globe possess documents delineating the educational objectives across various levels, similarly, Nigeria has its National Policy on Education in place. The Federal Government of Nigeria (2013) articulates in this policy that education will consistently hold a prominent position in national development strategies, as it is regarded as the foremost catalyst for transformation in the intellectual and social fabric of any society. The national policy outlines the specific goals to be accomplished at the secondary education level in Nigeria.

Secondary education represents the educational phase that equips students for further academic pursuits (Akpan, 2015). This level of education plays a crucial role in shaping the academic and professional trajectories of students. Secondary education is provided to children following the completion of primary six and precedes the tertiary educational stage (Adegun, 2023). The Federal Government of Nigeria (FGN, 2013) specifies the overarching objectives of secondary education, which include preparing students for meaningful existence within society and laying the groundwork for higher education. Undoubtedly, educators in Nigeria, as in other nations, are instrumental in achieving the objectives of secondary education. Adegun (2013) asserts that

teachers function as facilitators within the confines of the classroom, and their presence is irreplaceable in realizing the academic success of students. In the absence of their dedication and commitment, the aims and objectives will remain mere aspirations and theoretical constructs. For secondary education in Nigeria to be effective and efficient, priority must be accorded to teachers' professional commitment.

In order for the Nigerian Government to effectively implement its National Policy on Education, particularly regarding secondary education, teachers serve as the essential agents, thus their dedication to the teaching profession must remain central to policy execution. As noted by Adegun (2023), the educational system's goals have yet to be fully realized, which may relate to the level of commitment exhibited by educators towards their profession. Observations indicate that the challenges faced in fulfilling the objectives of secondary education in Nigeria can be attributed to diminished job commitment among secondary school teachers, stemming from various work-related issues within the schools. Job commitment has been conceptualized and assessed in numerous ways. The diverse definitions of job commitment are regarded as a connection or bond between the individual employee and the organization (Mathieu & Zajac, 1990). The researchers also conceptualize job commitment as the degree of enthusiasm an employee exhibits towards their responsibilities within the workplace. The sense of obligation that an individual staff member holds towards the objectives, mission, and vision of the organization with which they are affiliated is paramount.

In the southwestern region of Nigeria, secondary school educators have exhibited varying, yet concerning, levels of dedication to their profession. This is reflected in aspects such as the degree of diligence, consistency in their roles, enthusiasm for their tasks, eagerness to undertake assigned responsibilities, and skillfulness in pedagogical practices. Additional factors include their willingness to remain in their positions, openness to professional development and experiential learning, the quality of relationships between superiors and subordinates, mechanisms for feedback, communication among colleagues, zeal for idea exchange, and the judicious and effective utilization of resources by the workforce. The researcher has noted a discernible decline in these previously mentioned indicators of job commitment, juxtaposed against teachers' aspirations to engage fully in the teaching vocation, foster a strong identification and affiliation with their institutions, adhere to organizational protocols", commit to collaborative workgroups, actively participate in assigned tasks, maintain sustainable motivation levels, focus on their responsibilities, and achieve perceived equilibrium with school authorities-factors potentially influenced by workplace dynamics. The commitment of educators to their profession has raised concerns among parents, as some teachers are observed to be intermittently absent, neglectful of student assignments, hesitant to engage in extracurricular initiatives, and employing subpar teaching methodologies. It is also noteworthy that certain educators fail to complete their syllabi

or maintain comprehensive lesson plans. These workplace factors, which ought to constitute modern determinants for enhancing employee well-being, are not adequately available or experienced by teachers as anticipated by school administrators (Noor & Abdul, 2010).

Nida (2018) reported observations of teachers lacking tact in their responsibilities, struggling to preemptively address challenges, demonstrating diminished enthusiasm for their work, and exhibiting a significant decline in their commitment to their professional duties. The overarching objective of the teaching profession is to cultivate academic excellence and moral integrity in students. This aim can only be realized through “diligence, collaboration, commitment, and a steadfast dedication to responsibilities from educators. Should employers and educational leaders desire to alleviate the challenges associated with fostering substantial commitment from their staff, it is imperative that workplace factors be significantly improved (Nafiseh & Jafari, 2017).

Numerous studies, including those conducted by Noor & Abdul (2010); Kilungu, Mukulu, Elegwa & Sakwa (2014); and Akintayo (2012), have substantiated the notion that the job commitment of employees can be influenced by workplace factors within an organization. Workplace factors encompass the totality of interactions that transpire between employees and employers, as well as the environment in which employees operate, which includes technical, human, and organizational dimensions (Olukunle, 2015). The aforementioned work-related elements, including job security, occupational stress, perceived work value, conflict resolution strategies, workplace environment, employee welfare programs, educational facilities, and professional experience, among others, play a significant role. Whether these factors operate independently or in concert, they possess the potential to either facilitate or hinder the objectives of secondary education, primarily due to their influence on job commitment.

Job security can be characterized as the sense of assurance or confidence that an individual associates with their employment, indicating that it will not be unjustly revoked. This assurance hinges on the individual's capacity to maintain their current position, as well as their confidence in securing future income due to the stability of their employment opportunities. Nafiseh and Jafari (2017) elucidated job commitment as a manifestation of an employee's reliance on the organization for job security and favorable retirement provisions. They assert that for employers and employees to function as a cohesive unit in pursuit of shared objectives, it is imperative that job security, encompassing safety in the workplace and confidence in retirement and pension plans, be established, thereby fostering a positive rapport between employer and employee. A perceived significant decline in teachers' commitment to their roles is likely to disrupt the effective transmission of both moral and academic excellence to students. An educator facing job insecurity may resort to seeking alternative employment, which regrettably could result in their students exhibiting a lackadaisical attitude during instructional periods. Furthermore, job security appears

to bolster individual commitment to informal groups, thereby ensuring consistent operational procedures.

Job security can also be defined as the sense of assurance experienced by educators regarding the stability of their positions (Arogundade, 2002). It has been noted that teacher commitment is often reflected in their inability to adapt to school circumstances and their lack of confidence in the workplace. Should a teacher's employment become uncertain or precarious, they may develop hesitance towards both academic and social responsibilities within the institution. Nafiseh and Jafari (2017) posited that job security is recognized as a fundamental requirement, without which it is typically unfeasible to achieve elevated levels of human needs and organizational commitment. Employees who are assured of job security tend to exhibit greater enthusiasm in executing their responsibilities. Conversely, when faced with job insecurity, educators are observed to engage in their duties with diminished fervor, dedication, and confidence. This phenomenon is believed to result in a lowered commitment to their roles. Observations indicate that teachers may perform their functions with reduced interest, display apathy towards assigned tasks, lack discipline, adopt a lethargic approach to their duties, and demonstrate inconsistency in their work when their employment status is uncertain. According to Adegun (2023), security is regarded as the foundation of any society, which implicitly influences the job security of educators. The primary objective of employment is, candidly, to ensure financial stability. The ability to maintain one's financial well-being significantly influences the level of dedication individuals exhibit towards their professions. Observations indicate that secondary school educators in southwestern Nigeria demonstrate a declining degree of job commitment, particularly in response to erratic governmental policies that jeopardize their employment security. This phenomenon is manifested through diminished enthusiasm for work, inefficient resource utilization, and inconsistency in job performance, among other factors. In instances where governmental directives undermine the job security of secondary school teachers in Southwest Nigeria, these educators tend to resist such policies by exhibiting decreased workplace consistency, as evidenced by absenteeism, reduced motivation, and hesitance to undertake assigned responsibilities.

For example, upon learning of a governmental proposal that threatened to shorten their years of service and potentially dismiss certain educators, a wave of unrest ensued, prompting some teachers to initiate job searches. Others sought to transfer their services, while a number frequently absented themselves from work". This scenario resulted in a noticeable decline in their commitment to their roles. Industrial and organizational psychologists, such as Thomas, Tram, and O'Hara (2006), have noted that job security serves as a significant contributor to elevated job commitment, thereby enhancing the organizational work ethos and bolstering employee self-esteem. The presence of unstable, inconsistent, and unpredictable job security complicates efforts by school authorities to foster a robust work ethic among staff, consequently leading to a decrease



in punctuality, challenges in maintaining discipline, and a lack of collaborative spirit, all of which contribute to diminished job commitment. According to Dawn (2018), work values represent a subset of an individual's beliefs and perceptions associated with their professional role, as interpreted by each employee. Moreover, these values constitute a fundamental aspect of the organizational beliefs and ideologies governing the institution's operations. Work values are integral to one's identity, encapsulating how an employee is perceived within the workplace. This includes attributes such as integrity, authenticity in service delivery, self-regard, respect for colleagues, tranquility, and achievement. It can be posited that an individual's work values are essential components of their beliefs and perceptions linked to their profession. Work values delineate the core ethics or principles that organizations are expected to uphold unwaveringly. They are intended to motivate employees to exert their utmost efforts (Worklogic, 2021).

Secondary school educators appear to exhibit diminished commitment toward their collaborative workgroups, in addition to displaying a lack of focus on activities within their institutions, suggesting that a decline in work values in certain schools adversely affects their level of job commitment. Certain personnel are observed to demonstrate an inadequate attitude towards their professional responsibilities, exhibit a lack of discipline, produce substandard lesson documentation, arrive late to work, show unwillingness to fulfill their roles, and display an absence of preparedness to undertake assigned tasks, among other issues. Some of the professional values that appear to undermine teachers' commitment to their roles in southwestern Nigeria include integrity, audacity, honesty, equity, reliability, accountability, a commitment to learning, enthusiasm, equilibrium, enjoyment, discipline, and humility. Additional values include ownership, a focus on results, ongoing improvement, continuous development, leadership, and diligence. Regrettably, these values are not upheld by a segment of the teaching staff. Those who aspire to align their efforts with the institutional values often find themselves disheartened and confronted by colleagues who resist such alignment, consequently diminishing the morale of those committed to these principles. Professional values seem to epitomize the organizational aspirations for appropriate conduct within the workplace. Educators appear to lack the requisite tact in the management of assigned responsibilities, which can be attributed to an insufficient emphasis placed on fostering teacher confidence and maintaining professional ethics by school administrators. Furthermore, it is observed that the diminished integrity of educators in southwestern Nigeria correlates with issues such as tardiness, disinterest in professional development initiatives, reluctance to embrace responsibilities, among others. The investigation conducted by Cedric, Israel, Emmanuel, and Edinam (2015) on the implications of workplace values for employee performance and organizational profitability underscores that "a value-driven workplace catalyzes and empowers employees to contribute their utmost efforts and innovative ideas consistently, thereby fostering both individual advancement and organizational efficacy and profitability. This perspective aligns with the findings of Maryam, Saif, AbdulHalim, and

Abdullah (2019), whose research focuses on analyzing the impact of work values on employee commitment within the UAE through a comprehensive literature review.

The study examined the relationship between job security, work value and job commitment of secondary school teachers in Southwest Nigeria. The study also examined;

- i. the situation regarding job security and work value in secondary schools in Southwest, Nigeria.
- ii. the level of job commitment of teachers in secondary schools in Southwest Nigeria.

The following research questions were raised to guide the study:

1. What is the situation regarding job security and work value in secondary schools in Southwest, Nigeria?
2. What is the level of job commitment of teachers in secondary schools in Southwest Nigeria?

The following research hypotheses were formulated to guide the study:

1. There is no significant relationship between job security and job commitment of secondary school teachers.
2. There is no significant relationship between work value and job commitment of secondary school teachers.

### **Methodology**

The research employed a descriptive survey design. The study's population encompassed 76,611 individuals, including all secondary school educators and 2,718 principals located in Southwest, Nigeria. The sample consisted of 1,200 participants, specifically 240 Heads of Departments (HODs) and 960 teachers drawn from 60 secondary schools in the region through a multistage sampling technique. Data collection instruments included the Job Security and Work Value Questionnaire (JSWVQ) and the Teachers Job Commitment Questionnaire (TJCQ). Validation of face and content was conducted by experts from the Department of Educational Management within the Faculty of Education at Ekiti State University, Ado-Ekiti. Reliability was established via the test-retest method, yielding reliability coefficients of 0.85 for JSWVQ and 0.90 for TJCQ. Data analysis was performed utilizing both descriptive and inferential statistical methods. Frequency counts and percentage scores were employed to address the two research inquiries". Inferential statistics facilitated hypothesis testing, with Hypotheses 1 and 2 evaluated using Pearson Product Moment Correlation. All formulated hypotheses were tested at a significance level of 0.05.

## Result

### Answering of Research Questions

**Research Question 1:** What is the situation regarding the work related factors made available for secondary school teachers in Southwest, Nigeria?

In answering this question, mean score, frequency counts and percentages were used to present the responses to items 1-32 in Section B of “Work Related Factors Questionnaire (WRFQ). Mean score on each variable was compared with the criterion mean score of 2.50. This implies that mean score that is more than 2.50 is believed to be favourable while mean score that is less than 2.50 is considered as unfavourable. The result is presented in Table 1.

**Table 1: Situation Regarding Job Security and Work Value in Secondary Schools.**

S/N	Items	SA	A	D	SD	Mean	DECISION
1.	Job Security	405 (42.19)	212 (22.08)	224 (23.33)	119 (22.29)	2.94	Favourable
2.	Work Value	337 (35.10)	302 (31.46)	104 (10.83)	214 (11.88)	2.79	Favourable
	<b>Average</b>	<b>371 (38.68)</b>	<b>257 (26.77)</b>	<b>164 (17.08)</b>	<b>167 (17.39)</b>	<b>2.86</b>	<b>Favorable</b>

**Cut-off = 2.50**

Table 1 showed the item analysis of the situation regarding the job security and work value made available for secondary school teachers in Southwest, Nigeria. The results indicated that, using a cut-off mean score of 2.50 for the responses on the situation regarding the job security and work value in secondary school teachers in Southwest, Nigeria, all the items had mean scores above the cut-off point. Also, the grand mean score which is 2.86 was greater than the cut-off mean score. This implies that the situation of the job security and work value were high and favourable in secondary schools in Southwest Nigeria.

**Reserch Question 2:** What is the level of job commitment of teachers in secondary schools in Southwest Nigeria?

In answering this question, frequency counts and percentages were used to present the responses to items 1-20 in Section C of Teachers Job Commitment Questionnaire (TJCQ)”. Mean score on each variable was compared with the criterion mean score of 2.50 in order to determine the level



of each items. Thus, items with mean score less than the criterion mean was considered low while items with mean above the criterion mean were rated high. The result is presented on table 2.

**Table 2: Level of Job Commitment of Secondary School Teachers in Southwest, Nigeria.**

S/N	Teacher Job Commitment	Very High	High	Average	Low	Mean	Decision
1.	Punctuality to Work	316 (32.9)	329 (33.6)	172 (17.9)	142 (14.8)	2.85	High
2.	Completion of Lesson Note	295 (30.7)	371 (38.7)	145 (15.1)	148 (15.4)	2.84	High
3.	Tactfulness in Handling Issues	320 (33.3)	304 (31.7)	152 (15.8)	184 (19.2)	2.79	High
4.	Effective and Efficient Use of Resources	374 (38.9)	244 (25.4)	146 (15.2)	195 (20.3)	2.83	High
	<b>Average</b>	<b>326 (33.9)</b>	<b>312 (32.5)</b>	<b>154 (16.0)</b>	<b>167 (17.4)</b>	<b>2.83</b>	<b>High</b>

**Cut-off mean = 2.50**

Table 2 showed the level of teachers job commitment in secondary schools in Southwest, Nigeria. Considering the cut-off mean of 2.50, all the items had mean scores greater than the criterion mean of 2.50 indicating that the level of teachers' job commitment is high in seocndary schools in Southwest, Nigeria. The results indicated that teachers' job commitment was high in secondary schools in Southwest, Nigeria.

### Hypotheses Testing

**Hypothesis 1:** There is no significant relationship between job security and job commit3ment of secondary school teachers in Southwest, Nigeria.

In order to test the hypothesis, response to items 1-4 in section B of "Job Security and Work Value Questionnaire (JSWVQ) and items 1-20 Section C of Teachers' Job Commitment Questionnaire (TJCQ) were subjected to statistical analysis involving Pearson's Product Moment Correlation at 0.05 level of significance. The result is presented in Table 3.

**Table 3: Relationship between Job Security and Job Commitment of Secondary School Teachers**

Variable	N	Mean	SD	r <sub>cal</sub>	Pvalue
Job Security	60	11.76	2.233		
				0.697*	0.000
Job Commitment	60	56.63	7.106		

**\* $p < 0.05$**

Table 3 showed that the r-cal (0.697\*) is significant at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between job security and job commitment of secondary school teachers in Southwest, Nigeria was rejected. Hence, there was significant relationship between job security and job commitment of secondary school teachers in Southwest, Nigeria.

**Hypothesis 2:** There is no significant relationship between work value and job commitment of secondary school teachers in Southwest, Nigeria.

In order to test this hypothesis, response to items 5-8 section B of Job Security and Work Value Questionnaire (JSWVQ) and items 1-20 Section C of Teachers' Job Commitment Questionnaire (TJCQ) were subjected to statistical analysis involving Pearson's Product Moment Correlation at 0.05 level of significance. The result is presented in Table 4.

**Table 4: Relationship between Work Value and Job Commitment of Secondary School Teachers**

Variable	N	Mean	SD	r <sub>cal</sub>	Pvalue
Work Value	60	11.16	2.233		
				0.477*	0.000
Job Commitment	60	56.63	7.106		

**\* $p < 0.05$**

Table 4 showed that showed that the r-cal (0.477\*) is significant at 0.05 level of significance, the null hypothesis which states that there is no significant relationship between work value and job

commitment of secondary school teachers was rejected. Hence, there was significant relationship between work value and job commitment of secondary school teachers in Southwest, Nigeria.

## **Discussion**

The findings of the study indicated a significant correlation between job security and job commitment among secondary school educators in Southwest Nigeria. The results demonstrated that job security has a substantial impact on teachers' commitment within secondary educational institutions. This aligns with the conclusions drawn by Nafiseh and Jafari (2017), who posited that job security constitutes one of the fundamental requirements necessary for achieving elevated levels of human needs and organizational commitment in typical contexts. Furthermore, this finding is consistent with Arogundade (2022), who established a significant correlation between job security and teacher job satisfaction. Additionally, it corroborates the research conducted by Thomas, Tram, and O'Hara (2006), which identified job security as a key determinant of heightened job commitment, thereby enhancing the organizational work value and reinforcing the self-esteem of employees. This suggests that educators who perceive a sense of security are likely to exhibit greater commitment to their professional roles in secondary schools.

The findings of the study also indicated a significant connection between work value and job commitment among secondary school teachers in Southwest Nigeria. The results illustrated that work value positively influences teachers' commitment levels. This finding is supported by Cedric, Israel, Emmanuel, and Edinam (2015), who asserted that workplace values foster an environment where employees are encouraged to contribute their utmost efforts and innovative ideas daily, thereby promoting individual development and enhancing organizational performance and profitability. Moreover, it is in accordance with the research of Maryam, Saif, AbdulHalim, and Abdullah (2019), who suggested that dimensions of work values can significantly bolster employee commitment.

## **Conclusion and Recommendations**

In light to the study's findings, it was concluded that the elements of job security and work value are critical determinants that can enhance teachers' commitment to their professional responsibilities. Consequently, it is recommended that school principals and governmental authorities ensure that job security for educators is not leveraged as a means of coercion, and that there are sufficient provisions for pensions and gratuities to facilitate optimal performance. Furthermore, school administrators should prioritize the promotion of work values within secondary educational institutions, thereby enhancing teacher commitment to their roles.

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