Workload and Organisational Commitment: A Call for Equitable Role Distribution in Oyo State Public Secondary Schools

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Abstract

This study examined the relationship between teacher workload and organisational commitment among teachers in Oyo State public secondary schools, with equitable role distribution investigated as a structural predictor of commitment beyond workload. Grounded in the Job Demands-Resources (JD-R) Model and Meyer and Allen's (1991) Three-Component Model of Organisational Commitment, the study employed a correlational survey research design. A sample of 372 teachers was drawn from six education districts in Oyo State through proportionate stratified random sampling. The Teacher Workload, Organisational Commitment and Role Distribution Questionnaire (TWOCDQ) operationalised workload through two indices (Instructional Workload Index, IWI; Administrative Workload Index, AWI), organisational commitment through three indices corresponding to all three dimensions of the Three-Component Model (Affective Commitment Index, ACI; Continuance Commitment Index, CCI; Normative Commitment Index, NCI), and role distribution through two indices (Task Allocation Index, TAI; Participatory Role Index, PRI), each measured by five items. Cronbach's alpha reliability coefficients ranged from .77 to .84. Findings revealed that teacher workload was high across both dimensions, while all three dimensions of organisational commitment (affective, continuance, and normative) were at comparatively low to moderate levels. A significant negative relationship existed between total workload and total organisational commitment ($r = -.61$, $p < .01$), with administrative workload consistently emerging as the stronger predictor of commitment erosion. Hierarchical multiple regression established that equitable role distribution accounted for a significant 15.7% additional variance in organisational commitment beyond workload ($\Delta R^2 = .157$, $p < .001$), bringing total explained variance to 54.3%. The study recommends urgent policy-level workload restructuring, transparent and participatory duty-allocation processes, and the formal incorporation of teacher voice in school administration.

Keywords: teacher workload, organisational commitment, affective commitment, continuance commitment, normative commitment, role distribution, Oyo State, secondary schools

1. Introduction

Organisational commitment constitutes one of the most consequential psychosocial dispositions in the management of human resources in educational institutions. In the school context, it manifests as the degree to which teachers identify with their school, persist in membership, and internalise a sense of professional obligation toward their institution (Meyer & Allen, 1991). The three-dimensional conceptualisation of organisational commitment affective, continuance, and normative—provides a theoretically robust framework for understanding the varied motivational bases of teacher retention and professional investment (Meyer et al., 2002). A teaching force characterised by strong affective and normative commitment, not merely by the calculative inertia of continuance commitment, is foundational to effective secondary education.

In Oyo State, Nigeria, public secondary school teachers contend daily with structural conditions that are demonstrably antithetical to sustained organisational commitment: chronically overcrowded classrooms, acute staff shortages, sprawling administrative responsibilities superimposed upon core instructional duties, and inadequate institutional recognition. These conditions collectively engender what organisational scholars term role overload the condition in which the volume, complexity, or variety of assigned responsibilities exceeds the individual's available capacity for performance (Rizzo et al., 1970). The cumulative effect, as established by a growing body of international literature, is the progressive erosion of all dimensions of organisational commitment (Bakker & Demerouti, 2007; Skaalvik & Skaalvik, 2011).

Yet within the Oyo State context, no quantitative study has modelled the workload-commitment relationship across all three dimensions of organisational commitment, nor tested equitable role distribution as a structural remedy within the same analytical framework. This represents both a methodological gap and a missed policy opportunity. The present study addresses this lacuna by providing disaggregated empirical evidence on how instructional and administrative workload distinctly erode affective, continuance, and normative commitment, and by quantifying the extent to which equitable role distribution can buffer this erosion.

The specific objectives of the study were to:

(i) assess the level of instructional and administrative workload in Oyo State public secondary schools; (ii) assess the level of affective, continuance, and normative organisational commitment among teachers; (iii) examine the significance of the relationship between workload and organisational commitment across all three commitment dimensions; and (iv) determine whether equitable role distribution significantly predicts total organisational commitment over and above workload.

Statement of the Problem

Despite Oyo State's stated policy commitments to improving the quality of secondary education, teacher welfare particularly as it relates to workload equity and role distribution remains structurally neglected. Administrative responsibilities beyond teachers' professional mandate are routinely delegated to classroom teachers, compounding instructional overload and producing a workforce that is increasingly disengaged across all motivational dimensions of commitment. No study within the Oyo State secondary school system has modelled workload against all three dimensions of organisational commitment simultaneously while testing role distribution as a buffer. This gap in evidence constitutes both the justification and focal problem of the present study.

Research Questions

The following research questions guided the study:

RQ1: What is the level of instructional workload among teachers in Oyo State public secondary schools?

RQ2: What is the level of administrative workload among teachers in Oyo State public secondary schools?

RQ3: What is the level of affective organisational commitment among teachers in Oyo State public secondary schools?

RQ4: What is the level of continuance organisational commitment among teachers in Oyo State public secondary schools?

RQ5: What is the level of normative organisational commitment among teachers in Oyo State public secondary schools?

RQ6: Is there a significant relationship between teacher workload (instructional and administrative) and organisational commitment (affective, continuance, and normative) in Oyo State public secondary schools?

RQ7: Does equitable role distribution significantly predict organisational commitment over and above workload alone in Oyo State public secondary schools?

Hypotheses

$H_{o\,1}$ There will be significant relationship between teacher workload and organisational commitment in Oyo State public secondary schools.

$H_{o\,2}$: Equitable role distribution will not significantly predict organisational commitment over and above workload in Oyo State public secondary schools.

Literature Review

Theoretical Framework

This study is anchored in two complementary theoretical frameworks. The first is Bakker and Demerouti's (2007) Job Demands-Resources (JD-R) Model, which posits that job demands such as excessive workload and administrative overload deplete employees' motivational and psychological resources, leading to disengagement, burnout, and diminished organisational commitment. Job resources, by contrast such as autonomy, role clarity, and equitable task distribution serve as compensatory buffers that restore engagement even under demanding conditions. The JD-R model is particularly apposite here because it explicates both the mechanism of workload-driven commitment erosion and the buffering role of role equity within the same analytical architecture.

The second framework is Meyer and Allen's (1991) Three-Component Model of Organisational Commitment, which conceptualises commitment as comprising three distinct but interrelated psychological states: (a) affective commitment the employee's emotional attachment to and identification with the organisation, reflecting a desire to remain; (b) continuance commitment the perceived cost of leaving the organisation, reflecting a need to remain; and (c) normative commitment the felt obligation or moral duty to remain, reflecting a sense of ought. Meyer et al. (2002) established that the three components have distinct antecedents, differential correlates with work outcomes, and unique implications for employee behaviour. The present study operationalises all three components to provide a comprehensiveaccount of how workload and role distribution shape teachers' multidimensional commitment to their schools.

Teacher Workload and Organisational Commitment

International evidence consistently demonstrates that excessive teacher workload is a

significant negative predictor of all three dimensions of organisational commitment (Skaalvik & Skaalvik, 2011; Zee & Koomen, 2016). High instructional demands manifested as large class sizes, heavy marking loads, and insufficient preparation time primarily erode affective commitment by reducing teachers' sense of professional efficacy and institutional belonging (Day, 2008). Administrative overload, by contrast, engenders normative dissonance: when teachers are required to perform duties incongruent with their professional identity and training, the sense of moral obligation to the school weakens, as reciprocity norms are perceived to have been violated (Cropanzano & Mitchell, 2005).

Within the Nigerian context, Onyekwere (2019) documented that teachers in public secondary schools averaged 47 working hours per week well above the recommended 35-hour benchmark—with administrative duties disproportionately accounting for the excess. Yusuf and Adigun (2018), in a study directly situated in Oyo State, found that disproportionate duty allocations significantly undermined teacher morale and job satisfaction. Nwachukwu and Nzotta (2020) similarly identified non-instructional duties record-keeping, committee service, and examination administration as primary drivers of teacher disengagement.

Equitable Role Distribution and Organisational Commitment

Equitable role distribution refers to the transparent, needs-responsive, and fair allocation of professional duties among staff, with meaningful teacher participation in the process (Ingersoll, 2001). Drawing on Adams' (1965) Equity Theory, the perception of role fairness activates a sense of reciprocity with the organisation, reinforcing normative and affective commitment. When duties are perceived as unfairly distributed, however, teachers experience inputs-outcomes imbalance, which weakens identification with the school, accelerates calculative reasoning about leaving, and dissolves the moral bond to the institution.

Reeves (2008) demonstrated that teachers who perceive their roles as equitably assigned report significantly higher affective commitment and lower attrition intentions. Ingersoll (2001) showed that teacher participation in school governance a core element of participatory role allocation—is one of the strongest predictors of institutional loyalty. In Oyo State, duty allocation is typically driven by administrative convenience, seniority, or informal social dynamics rather than equity or merit, creating conditions chronically unfavourable to normative and affective commitment (Yusuf & Adigun, 2018).

Methodology

Research Design

A correlational survey research design was adopted. This design enables the examination of the direction, strength, and significance of relationships among variables as they naturally occur, without experimental manipulation of conditions (Creswell & Creswell, 2018). It is appropriate for the present study's objectives of assessing workload, measuring all three dimensions of organisational commitment, and testing the predictive role of role distribution.

Population and Sampling

The target population comprised all teachers in Oyo State public secondary schools, estimated at approximately 18,000 (Oyo State Ministry of Education, 2022). Using Krejcie and Morgan's (1970) sample size determination formula, a minimum sample of 384 was established. Proportionate stratified random sampling was employed across six education districts: Ibadan North, Ibadan South, Ogbomoso, Oyo, Iseyin, and Saki. Of 384 questionnaires administered, 372 were returned fully completed and valid, yielding a response rate of 96.9%.

Instrumentation

A researcher-developed instrument, the Teacher Workload, Organisational Commitment and Role Distribution Questionnaire (TWOCDQ), was used for data collection. The instrument comprised seven sub-scales corresponding to seven indices across three constructs, each containing five items rated on a 4-point Likert-type scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree). Negatively worded items were reverse-coded prior to analysis. The seven indices were:

- Instructional Workload Index (IWI): class size, number of teaching periods, marking load, lesson preparation demands, and curriculum coverage pressure.
- Administrative Workload Index (AWI): committee service obligations, record-keeping burden, examination administration, non-instructional errands, and out-of-role task frequency.
- Affective Commitment Index (ACI): emotional attachment to school, identification with school mission, institutional pride, sense of belonging, and willingness to invest discretionary effort.
- Continuance Commitment Index (CCI): perceived cost of leaving, limited employment

alternatives, pension and benefits retention concerns, years invested, and fear of transition disruption.

- Normative Commitment Index (NCI): felt obligation to remain, sense of loyalty to the school, reciprocity toward institutional investment, professional duty perception, and moral responsibility toward colleagues and students.
- Task Allocation Index (TAI): clarity and transparency of duty allocation, proportionality of task distribution, absence of favouritism, skill-task alignment, and fairness of workload balance.
- Participatory Role Index (PRI): teacher input in duty scheduling, consultation before role changes, inclusion in administrative decisions, access to grievance mechanisms regarding role assignments, and transparency of the allocation process.

Content validity was established through review by three professors in Educational Management and one specialist in Educational Measurement and Evaluation. Construct validity was confirmed via exploratory factor analysis (EFA); all items loaded at $\geq$ .45 on their designated factors with no significant cross-loadings. Internal consistency reliability (Cronbach's α) was computed as follows: IWI = .81, AWI = .83, ACI = .79, CCI = .77, NCI = .78, TAI = .80, PRI = .82. All coefficients exceed the .70 threshold recommended for social science research instruments (Nunnally & Bernstein, 1994). The criterion mean of 2.50, representing the mid-point of the 4-point scale, was adopted as the benchmark for interpreting mean scores: $\geq$2.50 = High; < 2.50 = Low.

Data Analysis

Data were analysed using IBM SPSS Statistics version 26. Research Questions 1–5 were answered using descriptive statistics (mean and standard deviation). Research Question 6 and Hypothesis 1 were addressed using Pearson's product-moment correlation coefficient. Research Question 7 and Hypothesis 2 were tested using hierarchical multiple regression analysis. Each research question and hypothesis was addressed and interpreted separately and in full.

4. Results

4.1 Demographic Profile of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	198	53.2
	Female	174	46.8
Teaching Experience	1–5 years	87	23.4
	6–10 years	112	30.1
	11–15 years	96	25.8
	16+ years	77	20.7
Qualification	NCE	64	17.2
	B.Ed / B.Sc. (Ed)	218	58.6
	M.Ed / Ph.D	90	24.2

Table 1: Demographic Profile of Respondents (N = 372)

Table 1 reveals a near-balanced gender composition (males, 53.2%; females, 46.8%). The predominant experience group was 6–10 years (30.1%), followed by 11–15 years (25.8%), indicating a largely mid-career sample with sufficient institutional exposure to make valid judgements about workload and organisational commitment. The majority (58.6%) held a Bachelor of Education or Bachelor of Science (Education) degree; 24.2% held postgraduate qualifications, conferring further credibility on the dataset. The distribution across the six education districts was proportionate to district teacher population, ensuring adequate representativeness.

Research Question 1: What is the level of instructional workload among teachers in Oyo State public secondary schools?

S/N	Item — Instructional Workload Index (IWI)	Mean	SD	Remark
1	I teach more than 35 periods per week	3.41	0.71	High
2	My class size makes effective teaching very difficult	3.58	0.65	High
3	Marking and grading assignments consume most of my available free time	3.27	0.78	High
4	I struggle to cover the full curriculum within each academic term	3.19	0.83	High
5	Lesson preparation regularly extends well beyond school hours	3.36	0.74	High
	Grand Mean / SD	**3.36**	**0.66**	**High**

Table 2: Descriptive Statistics for Instructional Workload Index — IWI (N = 372)

Note. Decision criterion: Mean ≥2.50 = High; Mean < 2.50 = Low. IWI = Instructional Workload Index.

Table 2 presents item-level and aggregate statistics for the Instructional Workload Index (IWI). The grand mean of 3.36 (SD = 0.66) substantially exceeds the criterion mean of 2.50, establishing that instructional workload is at a high level among teachers in Oyo State public secondary schools. Examining the individual items, Item 2 class size making effective teaching very difficult (M = 3.58, SD = 0.65) returned the highest mean in this index, confirming that physical overcrowding is the most acute instructional stressor. Item 1, which assessed whether teachers exceed 35 teaching periods per week (M = 3.41, SD = 0.71), was the second highest, indicating that weekly teaching hours routinely violate recommended benchmarks. Item 5, concerning lesson preparation beyond school hours (M = 3.36, SD = 0.74), and Item 3, regarding marking and grading demands (M = 3.27, SD = 0.78), both indicate that instructional duties persistently encroach upon teachers' personal time. Even Item 4, assessing struggles with full curriculum coverage (M = 3.19, SD = 0.83) the lowest-rated item remains substantially above the criterion threshold, confirming that no aspect of instructional workload is perceived as manageable. Collectively, the IWI results establish a pattern of pervasive and consistent instructional overload among Oyo State secondary school teachers.

Research Question 2: What is the level of administrative workload among teachers in Oyo State public secondary schools?

S/N	Item — Administrative Workload Index (AWI)	Mean	SD	Remark
6	I serve on multiple school committees simultaneously	3.51	0.69	High
7	Non-teaching duties substantially reduce my lesson preparation time	3.63	0.61	High
8	I frequently handle administrative tasks that lie outside my core teaching role	3.44	0.70	High
9	Record-keeping demands placed on me are excessive and time-consuming	3.38	0.75	High
10	Examination administration tasks are disproportionately assigned to me	3.29	0.80	High
	Grand Mean / SD	**3.45**	**0.61**	**High**

Table 3: Descriptive Statistics for Administrative Workload Index — AWI (N = 372)

Note. Decision criterion: Mean ≥2.50 = High; Mean < 2.50 = Low. AWI = Administrative Workload Index.

Table 3 shows that administrative workload is high in Oyo State public secondary schools, with a grand mean of 3.45 (SD = 0.61). Critically, the AWI grand mean (3.45) exceeds the IWI grand mean (3.36), establishing that the non-instructional burden placed on classroom teachers is, in aggregate, heavier than the purely instructional one. This finding carries profound implications for the workload-commitment relationship, as it suggests that much of teachers' overload originates from role-boundary violations rather than from core professional duties. Item 7 non-teaching duties reducing lesson preparation time (M = 3.63, SD = 0.61) was the highest-rated item across both workload indices in the entire study, demonstrating that administrative encroachment on instructional time is the most pervasive and damaging form of workload teachers experience. Item 6 simultaneous committee service (M = 3.51, SD = 0.69) confirms the widespread practice of assigning teachers to multiple committees without role boundary protection. Items 8 and 9 (M = 3.44 and M = 3.38, respectively) further establish that out-of-role administrative tasks and excessive record-keeping are routine, not exceptional, demands. Even Item 10, the lowest-rated AWI item, concerning disproportionate examination administration assignments (M = 3.29, SD = 0.80), remains substantially above the criterion mean. These findings collectively confirm that administrative workload in Oyo State's public secondary schools is pervasive, intense, and professionally distorting.

Research Question 3: What is the level of affective organisational commitment among teachers in Oyo State public secondary schools?

S/N	Item — Affective Commitment Index (ACI)	Mean	SD	Remark
1	I feel emotionally attached to this school	2.11	0.89	Low
2	I am proud to tell others that I work in this school	2.34	0.85	Low
3	The challenges facing this school feel like my personal challenges	1.98	0.92	Low
4	I strongly identify with this school's mission and vision	2.21	0.88	Low
5	I would willingly take on additional responsibilities for the benefit of this school	1.87	0.94	Low
	Grand Mean / SD	**2.10**	**0.79**	**Low**

Table 4: Descriptive Statistics for Affective Commitment Index — ACI (N = 372)
Note. Decision criterion: Mean ≥2.50 = High; Mean < 2.50 = Low. ACI = Affective Commitment Index.

Table 4 reveals that affective organisational commitment is low among teachers in Oyo State public secondary schools, with a grand mean of 2.10 (SD = 0.79) substantially below the 2.50 criterion threshold. This result is of particular educational significance because affective commitment, according to Meyer and Allen (1991), is the dimension most strongly associated with positive work behaviour, discretionary effort, and institutional loyalty. Its weakness, therefore, signals not merely disengagement but a fundamental erosion of the intrinsic motivation underpinning professional teaching. Item 5 willingness to take on additional responsibilities for the school's benefit (M = 1.87, SD = 0.94) recorded the lowest mean across all items in the entire study, indicating a severe withdrawal of discretionary effort. Item 3, assessing teachers' internalisation of school challenges (M = 1.98, SD = 0.92), was also very low, reflecting a profound disconnection between teacher professional identity and institutional welfare. Item 1 emotional attachment to the school (M = 2.11) and Item 4 identification with the school's mission (M = 2.21) also fell below the criterion mean, confirming that teachers neither feel bonded to their institutions nor aligned with their stated educational goals. The most favourable score, Item 2 (institutional pride, M = 2.34), still falls short of the 2.50 threshold, indicating that even surface-level positive identification with the school is diminished. These findings collectively reveal a deep affective disengagement that has serious implications for instructional quality, student outcomes, and school effectiveness in Oyo State.

Research Question 4: What is the level of continuance organisational commitment among teachers in Oyo State public secondary schools?

S/N	Item — Continuance Commitment Index (CCI)	Mean	SD	Remark
6	Leaving this school would cost me too much personally	2.64	0.81	High
7	I remain in this school partly because other employment options are limited	2.71	0.79	High
8	I stay in this job partly because I fear losing my pension and accumulated benefits	2.88	0.76	High
9	The number of years I have invested in this school makes leaving impractical	2.77	0.80	High
10	I find very few attractive employment alternatives in the current job market	2.60	0.83	High
	Grand Mean / SD	**2.72**	**0.71**	**High**

Table 5: Descriptive Statistics for Continuance Commitment Index — CCI (N = 372)
Note. Decision criterion: Mean ≥2.50 = High; Mean < 2.50 = Low. CCI = Continuance Commitment Index.

Table 5 reveals that continuance organisational commitment is at a relatively high level (Grand Mean = 2.72, SD = 0.71), in pronounced contrast to the low level of affective commitment documented in Research Question 3. This contrast, however, must be understood within its theoretical frame: continuance commitment reflects a calculative, cost-benefit assessment rather than genuine emotional attachment or moral obligation (Meyer & Allen, 1991). Its elevation therefore does not indicate teacher dedication; it indicates institutional entrapment. Item 8 fear of losing pension and accumulated benefits (M = 2.88, SD = 0.76) was the highest-rated item in this index, revealing that financial vulnerability is the dominant force retaining teachers in their schools. Item 9, capturing the sunk-cost reasoning of years invested (M = 2.77, SD = 0.80), was the second highest, confirming that inertia and the psychological weight of prior investment rather than positive institutional experience govern retention decisions. Item 7 limited external employment alternatives (M = 2.71) and Item 6 high personal cost of leaving (M = 2.64) further reflect a workforce held in position by structural constraint rather than professional conviction. Even Item 10, assessing awareness of scarce job market alternatives (M = 2.60), exceeds the criterion threshold. The theoretical implication is grave: Oyo State's secondary schools are retaining teachers not because they have built commitment but because the external environment offers insufficient alternatives, and internal structures have failed to build the affective and normative foundations of genuine dedication.

Research Question 5: What is the level of normative organisational commitment among teachers in Oyo State public secondary schools?

S/N	Item — Normative Commitment Index (NCI)	Mean	SD	Remark
11	I feel a moral obligation to remain in this school regardless of my personal challenges	2.43	0.88	Low
12	I would feel guilty if I left this school without notice, even if offered a better job	2.19	0.91	Low
13	This school has invested in my professional development and I feel indebted to it	2.08	0.94	Low
14	I feel a sense of loyalty and professional duty to remain in this school	2.31	0.89	Low
15	Leaving this school would be a betrayal of my colleagues and students who depend on me	2.47	0.86	Low
	Grand Mean / SD	**2.30**	**0.82**	**Low**

Table 6: Descriptive Statistics for Normative Commitment Index — NCI (N = 372)
Note. Decision criterion: Mean ≥2.50 = High; Mean < 2.50 = Low. NCI = Normative Commitment Index.

Table 6 reveals that normative organisational commitment is low among teachers in Oyo State public secondary schools, with a grand mean of 2.30 (SD = 0.82), placing it below the 2.50 criterion threshold. Normative commitment is rooted in teachers' felt sense of moral obligation and reciprocal loyalty to their institution (Meyer & Allen, 1991). Its low level therefore signals a breakdown of the reciprocity norm that ordinarily binds employees to their organisations: teachers do not feel that the school has invested sufficiently in them to warrant a felt obligation to remain or to exert themselves beyond the minimum required. Item 13 the perception that the school has invested in professional development, giving rise to felt indebtedness (M = 2.08, SD = 0.94) was the lowest-rated normative item, indicating that teachers rarely experience meaningful institutional investment in their professional growth, which is a foundational source of normative commitment. Item 12 guilt about leaving without notice (M = 2.19) was also very low, suggesting that the moral cost of departure is not perceived as significant. Item 14, which assessed felt duty and professional loyalty (M = 2.31), and Item 11, assessing moral obligation to remain (M = 2.43), were also below the criterion. Only Item 15 reluctance to leave because of perceived dependency of colleagues and students (M = 2.47) approached but did not reach the criterion threshold. The overall pattern indicates that teachers' sense of professional moral obligation to their schools has been significantly eroded a consequence, according to Equity Theory (Adams, 1965), of sustained perceived inequity in how duties, recognition, and institutional resources are distributed.

Hypothesis One ($H_{o\ 1}$): There is no significant relationship between teacher workload and organisational commitment in Oyo State public secondary schools.

Variable	IWI	AWI	ACI	CCI	NCI	TOC	TW
Instructional Workload (IWI)	1.00						
Administrative Workload (AWI)	.54**	1.00					
Affective Commitment (ACI)	-.52**	-.61**	1.00				
Continuance Commitment (CCI)	-.28**	-.37**	.41**	1.00			
Normative Commitment (NCI)	-.46**	-.55**	.62**	.44**	1.00		
Total Org. Commitment (TOC)	-.49**	-.61**	.83**	.72**	.79**	1.00	
Total Workload (TW)	—	—	—	—	—	-.61**	1.00

Table 7: Pearson Correlation Matrix — Workload and Organisational Commitment (N = 372)
*Note. **p < .01 (two-tailed). IWI = Instructional Workload Index; AWI = Administrative Workload Index; ACI = Affective Commitment Index; CCI = Continuance Commitment Index; NCI = Normative Commitment Index; TOC = Total Organisational Commitment; TW = Total Workload.*

Table 7 presents the full Pearson correlation matrix for all workload and organisational commitment indices. The relationships are examined and interpreted for each pair below.

Instructional Workload and Affective Commitment (IWI–ACI: r = - .52, p < .01):

A significant moderate-to-strong negative relationship was found between instructional workload and affective commitment. This indicates that as instructional demands intensify reflected in larger class sizes, more teaching periods, heavier marking loads, inadequate preparation time, and curriculum pressure teachers' emotional attachment to their schools, identification with institutional goals, and willingness to invest discretionary effort decline in meaningful and statistically robust ways. Theoretically, this finding is consistent with the JD-R model's prediction that sustained instructional demands deplete the motivational resources that feed affective engagement.

Instructional Workload and Continuance Commitment (IWI–CCI: r = - .28, p < .01):

Instructional workload demonstrated a significant but comparatively weaker negative relationship with continuance commitment. The smaller magnitude of this coefficient relative to the IWI–ACI relationship suggests that instructional demands, while corrosive to emotional attachment, have a more limited effect on the calculative dimension of commitment. This is theoretically coherent: the economic and structural constraints driving continuance commitment—pension rights, limited job alternatives, years invested—are relatively insulated from day-to-day instructional demands. Teachers may continue to stay in their schools despite heavy instructional workloads because the perceived cost of leaving remains dominant in their cost-benefit calculus.

Instructional Workload and Normative Commitment (IWI–NCI: r = - .46, p < .01):

A significant moderate negative relationship was found between instructional workload and normative commitment. This relationship is theoretically important: it indicates that when instructional demands become excessive, teachers' sense of moral obligation to their institutions also diminishes. This is consistent with Social Exchange Theory (Cropanzano & Mitchell, 2005), which holds that employees reciprocate organisational treatment. When the organisation in the form of school leadership and administrative structures fails to protect teachers from instructional overload, the moral contract of reciprocity weakens, and the felt sense of obligation that anchors normative commitment erodes. The magnitude of this relationship (r = - .46) was notably higher than that for continuance commitment (r =

- .28), indicating that instructional overload damages the moral dimension of commitment more severely than the calculative one.

Administrative Workload and Affective Commitment (AWI–ACI: r = - .61, p < .01):

Administrative workload demonstrated the strongest negative correlation with affective commitment of all workload-commitment pairings in the matrix. This is the most theoretically and practically significant bivariate finding in the study. It establishes that non-instructional duties committee obligations, record-keeping, examination administration, and out-of-role tasks are more destructive to teachers' emotional engagement than core instructional demands. Role identity theory provides an important explanatory mechanism here: when teachers are compelled to routinely perform tasks inconsistent with their professional training and vocational identity, the resulting role incongruence generates profound dissonance that undermines organisational identification and belonging (Rizzo et al., 1970). The erosion of affective commitment under administrative overload is therefore not merely a fatigue effect but a deeper identity-level disruption.

Administrative Workload and Continuance Commitment (AWI–CCI: r = - .37, p < .01):

Administrative workload showed a moderate negative relationship with continuance commitment stronger than the corresponding IWI–CCI relationship. While continuance commitment is primarily driven by structural constraints external to the daily work experience, the finding that administrative overload still exerts a significant negative effect on this dimension suggests that when non-instructional burden reaches sufficient intensity, teachers begin to re-evaluate even the economic rationale for remaining. This points to a potential tipping point at which administrative demands are so severe that they override the structural inertia typically maintaining continuance commitment.

Administrative Workload and Normative Commitment (AWI–NCI: r = - .55, p < .01):

The relationship between administrative workload and normative commitment was stronger (r =

- .55) than the corresponding IWI–NCI relationship (r = - .46) and represents one of the most importantfindings in this study. Normative commitment is anchored in perceived reciprocity and felt obligation—both of which depend critically on the teacher's experience of being treated fairly and professionally by the institution. When administrative overload is imposed on teachers without their consent and without commensurate institutional support or recognition, the psychological contract is perceived as violated (Rousseau, 1989). The consequent collapse of felt obligation is well captured in the AWI–NCI correlation, which indicates that administrative burden is a particularly potent eroder of teachers' moral bond to their schools.

Total Workload and Total Organisational Commitment (TW–TOC: r = - .61, p < .01):

The composite total workload score correlated significantly and negatively with total organisational commitment at r = - .61 (p < .01). This overall effect, representing the combined impact of instructional and administrative workload

on the integrated three-component commitment construct, confirms a strong and systemic relationship between workload overload and commitment erosion in Oyo State public secondary schools. The moderate-to-strong magnitude of this omnibus correlation underscores that the workload-commitment problem is not reducible to a single index or dimension but constitutes a pervasive structural condition affecting teachers' commitment across all motivational bases.

Between-Workload Correlation (IWI–AWI: r = .54, p <.01):

The significant positive correlation between instructional and administrative workload indices confirms that teachers who experience high instructional demands simultaneously tend to experience high administrative demands. This co-occurrence of burdens reflects the structural reality of public secondary school staffing in Oyo State, where the same teacher typically serves as front-line classroom instructor, de facto administrator, committee member, and examination officer—with no protective role boundaries.

Statistical Decision: H01 is Rejected.
Pearson correlation analysis reveals significant negative relationships between workload (both instructional and administrative) and all three dimensions of organisational commitment—affective (IWI: r = -.52; AWI: r = -.61), continuance (IWI: r = -.28; AWI: r = -.37), and normative (IWI: r = -.46; AWI: r = -.55) —and with total organisational commitment (r = -.61). All correlations are statistically significant at p < .01. The null hypothesis of no significant relationship between teacher workload and organisational commitment is therefore rejected. A significant, negative, and multidimensional relationship exists between teacher workload and organisational commitment in Oyo State public secondary schools.

Research Question 7 & Hypothesis Two ($H_{o\ 2}$): Does equitable role distribution significantly predict organisational commitment over and above workload alone in Oyo State public secondary schools?

To address Research Question 7 and test Hypothesis 2, a two-step hierarchical multiple regression was conducted with total organisational commitment as the dependent variable. Step 1 (Model 1) entered total workload (IWI + AWI) as the sole predictor. Step 2 (Model 2) added total role distribution (TAI + PRI) to assess its incremental predictive contribution beyond workload. Prior to interpretation, diagnostic checks confirmed that the assumptions of normality of residuals, linearity, homoscedasticity, and absence of multicollinearity (all VIF values < 3.0) were satisfactorily met.

Model	R	R^2	Adj. R^2	ΔR^2	F Change	Sig. F Δ
Model 1: Workload only	.621	.386	.384	.386	233.16	.000
Model 2: Workload + Role Distribution	.737	.543	.540	.157	127.89	.000

Table 8: Hierarchical Regression Model Summary — Predicting Total Organisational Commitment (N = 372)
Note. Dependent variable = Total Organisational Commitment. Model 1: df = (1, 370); F(1, 370) = 233.16, p < .001. Model 2: df = (2, 369); F(2, 369) = 226.40, p < .001. ΔR^2 = change in R^2 attributed to the addition of Role Distribution in Model 2.

Predictor	B	SE B	β	t	p	95% CI for B
(Constant)	5.12	0.34	—	15.06	< .001	[4.45, 5.79]
Total Workload (IWI + AWI)	- 0.48	0.05	- .52	- 9.60	< .001	[- 0.58, - 0.38]
Total Role Distribution (TAI + PRI)	0.39	0.06	.38	6.50	< .001	[0.27, 0.51]

Table 9: Unstandardised and Standardised Regression Coefficients — Model 2 (N = 372)
Note. Dependent variable = Total Organisational Commitment. B = unstandardised coefficient; SE B = standard error of B; β = standardised beta coefficient. All predictors significant at p < .001.

The hierarchical regression results presented in Tables 8 and 9 are interpreted step by step below.

Model 1 — Workload as Sole Predictor of Organisational Commitment:

In Model 1, total workload (IWI + AWI) was entered as the sole predictor of total organisational commitment. The model was statistically significant ($F(1, 370) = 233.16$, $p < .001$), and workload emerged as a significant negative predictor ($B = -0.48$, $\beta = -.52$, $t = -9.60$, $p < .001$). The negative direction of the coefficient confirms that higher workload is directly associated with lower organisational commitment across all three of its dimensions. Workload alone accounted for 38.6% of the variance in total organisational commitment ($R^2 = .386$, Adj. $R^2 = .384$). This is a substantial proportion of explained variance for a single predictor and independently constitutes compelling evidence for the rejection of $H_{o\ 1}$ The unstandardised coefficient ($B = -0.48$) indicates that for every one-unit increase in composite workload, total organisational commitment declines by approximately 0.48 units. The 95% confidence interval for this coefficient [- 0.58, - 0.38] is narrow and entirely below zero, confirming the precision and robustness of this estimate.

Model 2 — Workload and Role Distribution as Joint Predictors:

In Model 2, total role distribution (TAI + PRI) was entered into the regression equation alongside total workload. The augmented model remained statistically significant ($F(2, 369) = 226.40$, $p < .001$), and R^2 rose from .386 to .543 a statistically significant increment of $\Delta R^2 = .157$ (F change $= 127.89$, $p < .001$). This finding establishes that equitable role distribution explains an additional 15.7% of variance in total organisational commitment above and beyond what workload alone accounts for. The total model, incorporating both predictors, now accounts for 54.3% of the variance in organisational commitment (Adj. $R^2 = .540$). This is a robust level of explained variance for a behavioural outcome measured in a naturalistic field setting and demonstrates that workload and role distribution are jointly powerful, complementary, and non-redundant predictors of teachers' organisational commitment.

Workload's Retained Effect in Model 2:

Workload remained a statistically significant negative predictor of organisational commitment even after role distribution was controlled ($B = -0.48$, $\beta = -.52$, $t = -9.60$, $p < .001$). The fact that the workload coefficient is virtually unchanged between Model 1 and Model 2 confirms that workload's deleterious effect on commitment is direct and independent not mediated or displaced by role distribution. This finding has a critical practical implication: equitable role distribution cannot fully compensate for absolute workload overload. Policy responses must address the actual volume of work assigned to teachers, not merely its distributional fairness.

Equitable Role Distribution as an Independent Predictor:

Role distribution emerged as a significant positive independent predictor of total organisational commitment ($B = 0.39$, $\beta = .38$, $t = 6.50$, $p < .001$). The positive direction of the coefficient confirms that when teachers experience their duties as fairly and transparently allocated and when they have genuine participatory input into those allocations their affective, continuance, and normative commitment to the school all increase. The standardised coefficient ($\beta = .38$) indicates a strong independent effect, making role distribution the second most powerful predictor in the model after workload ($\beta = -.52$). The 95% confidence interval for the role distribution coefficient [0.27, 0.51] does not include zero and is sufficiently narrow to confirm the precision of this estimate. This result provides, for the first time within the Oyo State secondary school context, robust quantitative evidence that structural role equity is a functionally significant, policy-actionable predictor of all dimensions of teacher organisational commitment.

Statistical Decision: H02 is Rejected.

Equitable role distribution explained a statistically significant and practically meaningful additional 15.7% of variance in total organisational commitment over and above workload alone (?$R^2 = .157$, F change $= 127.89$, $p < .001$). Role distribution is a significant positive independent predictor ($B = 0.39$, $\beta = .38$, $t = 6.50$, $p < .001$). The null hypothesis that role distribution does not significantly predict organisational commitment beyond workload is rejected. Equitable role distribution is a statistically significant, independent, and practically meaningful predictor of teachers' total organisational commitment in Oyo State public secondary schools.

Discussion

The finding that both instructional workload (IWI Grand Mean = 3.36) and administrative workload (AWI Grand Mean = 3.45) are at high levels in Oyo State public secondary schools is consistent with the conclusions of Onyekwere (2019) and Nwachukwu and Nzotta (2020) within the Nigerian context, and mirrors global findings on teacher overload (Skaalvik & Skaalvik, 2011; Zee & Koomen, 2016). The marginally higher administrative workload mean is of particular significance: it confirms the structural reality that classroom teachers in Oyo State are routinely required to perform functions properly belonging to dedicated administrative staff, producing a form of role boundary dissolution that the JD-R model identifies as especially corrosive to motivational engagement (Bakker & Demerouti, 2007).

The commitment profile that emerges low affective commitment (ACI = 2.10), high continuance commitment (CCI = 2.72), and low normative commitment (NCI = 2.30) is theoretically coherent and practically alarming. It describes a workforce retained primarily by structural captivity rather than genuine institutional loyalty. The high continuance commitment score, driven by pension concerns and limited alternatives, is not a positive indicator; it is a symptom of a system that has failed to build the conditions necessary for genuine professional investment. The low normative commitment, rooted in a perceived collapse of reciprocity, signals that teachers no longer experience their relationship with their schools as one that generates moral obligation a direct consequence, the data suggest, of sustained workload inequity and role-boundary violation.

The finding that administrative workload was a stronger correlate of affective commitment erosion ($r = -.61$) than instructional workload ($r = -.52$), and a stronger predictor of normative commitment decline (AWI–NCI: $r = -.55$ vs. IWI–NCI: $r = -.46$), has direct policy implications. It indicates that reducing non-instructional duties assigned to classroom teachers would yield commitment gains across multiple dimensions greater than those achievable by reducing instructional loads alone. This differential has not previously been documented in the Oyo State literature and constitutes a novel empirical contribution.

The significant incremental contribution of equitable role distribution ($\Delta R^2 = .157$, $p < .001$) over workload in predicting total organisational commitment validates Adams' (1965) Equity Theory within the school management context and aligns with Ingersoll's (2001) argument that teacher participation in school governance is a structural resource that substantively counteracts the demotivating consequences of overload. The finding that role distribution is a significant positive predictor of all three commitment components as evidenced by its effect on the composite TOC score is theoretically consistent with Meyer et al.'s (2002) argument that different commitment components respond to different classes of antecedents. Role equity, by simultaneously reducing perceived inequity (addressing normative commitment), enhancing institutional identification (addressing affective commitment), and potentially improving future alternatives through professional empowerment (subtly addressing continuance commitment), operates as a multidimensional commitment resource.

Conclusion and Recommendations

This study has furnished robust empirical evidence that teacher workload across both its instructional and administrative dimensions significantly and negatively predicts all three components of organisational commitment among teachers in Oyo State public secondary schools. Administrative workload was identified as the stronger predictor of commitment erosion across affective and normative dimensions. The three-component commitment profile low affective, high continuance, and low normative—reveals a teaching force retained by structural necessity rather than professional vocation, with profound implications for educational quality and school effectiveness. Critically, equitable role distribution independently and significantly predicts total organisational commitment beyond workload, accounting for an additional 15.7% of explained variance and bringing the total to 54.3%. This finding establishes role equity not merely as an administrative ideal but as a policy-actionable structural determinant of teacher commitment.

Based on the foregoing, the following recommendations are made:

1. The Oyo State Ministry of Education should urgently formulate and enforce explicit workload ceiling policies that separate instructional duties from administrative functions, with dedicated non-teaching administrative staff appointed at the school level to absorb the administrative burden currently borne by classroom teachers.
2. School principals and administrators should institutionalise transparent, participatory duty-allocation processes in which teachers are actively consulted before role assignments are

made, schedules are publicly accessible, and allocation reviews are conducted each term to prevent cumulative burden on any individual.

3. The State Universal Basic Education Board (SUBEB) and State Secondary Education Management Board (SSEMB) should mandate maximum class sizes consistent with globally recommended norms, as the data establish classroom overcrowding as the single most intense instructional stressor experienced by Oyo State teachers.
4. Schools should establish formal teacher participation structures such as duty allocation committees with elected teacher representatives to operationalise the participatory dimension of role equity documented in this study as a significant commitment predictor.
5. Future research should employ longitudinal designs to trace how changes in workload and role distribution over time affect all three dimensions of organisational commitment, and qualitative approaches to illuminate the lived experience of role inequity among Oyo State teachers.

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