



IMPACT OF OVER SCHOOLING ON JOB COMMITMENT OF TEACHERS IN SECONDARY SCHOOL EDO CENTRAL SENATORIAL DISTRICT

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Abstract

This study examined the impact of over-schooling on the job commitment of teachers in secondary schools within Edo Central Senatorial District. It was guided by three research questions, and one hypothesis was formulated and tested. The research employed an expo-facto research design and drew a sample of 200 public secondary school teachers from the total population of 397, utilizing stratified sampling techniques. Data were collected using a structured instrument, "Impact of Over-Schooling on Job Commitment of Teachers with Higher Degrees (IOSJCT)." The data were analyzed using mean, standard deviation, and Pearson Product Moment Correlation Coefficient.

The study concluded that despite insufficient motivation and the allure of white-collar jobs, teachers with higher degrees in secondary schools in Edo Central Senatorial District exhibit a high level of commitment to their teaching profession. It also highlighted the causes of over-schooling, such as the oversupply of graduates in comparison to job opportunities.

As recommendations, the study suggests the need to motivate teachers with higher degrees and provide them with incentives to enhance their commitment to their roles. Policymakers at the government, school authorities, and parent-teacher associations should recognize and support

these teachers. Furthermore, there should be formal policies in place to acknowledge the value of higher degrees at the secondary school level.

Keywords: Impact, Over Schooling, Job Commitment, Teachers, Secondary Schools

Introduction

In the pursuit of effecting political, moral, socioeconomic, and human transformations within a specific nation, the pivotal catalyst resides in the domain of education. Within Nigeria, education assumes a revered role as a means of achieving national development, rooted in the perception that a nation's progress hinges on the cultivation of talents and practical virtues. Education functions as an instrument for the unfolding of talents, thereby contributing to both national and personal development, bolstered by its capacity to impart the latest knowledge in science and technology. This outlook extends globally, where the educational system is universally recognized as the cornerstone of societal advancement, exercising a substantial influence on political, social, and socioeconomic progress.

Nations that have earnestly invested in and prioritized education have reaped significant rewards in terms of their overall development. As elucidated by Bawa (2019), the nurturing of talents and virtues through well-structured educational programs substantially accelerates a nation's advancement. The Federal Government of Nigeria (2013) outlines the objectives of secondary school education in Nigeria, which include providing equal opportunities for higher education regardless of gender, social status, or cultural background. It also emphasizes the provision of curricula tailored to individual talents and aspirations, the training of sub-professional personnel in applied sciences, technology, and commerce, the promotion of Nigerian languages, arts, and culture, the cultivation of values that align with national goals, and the development of technical knowledge and vocational skills essential for agricultural, industrial, commercial, and economic growth. Achieving these goals hinges on the commitment of secondary school teachers.

"Commitment" is defined as a psychological attachment to an organization where individuals align their loyalty with the organization's values and objectives. In the context of teaching, teacher commitment emerges as a pivotal factor in effective educational practices. It drives teachers to exhibit enhanced job performance (Tsui & Cheng, 1999) and encompasses commitment to the school, students, the teaching profession, and professional knowledge. This commitment not only instills a sense of responsibility among teachers but also motivates them to constantly explore new teaching methods to enhance students' learning experiences.

Committed individuals, as indicated by Ogba (2018), undertake actions based on a moral imperative rather than personal gain. Their commitment is readily observable to both colleagues and other members of the organization.

This study is grounded in Meyer and Allen's (1997) tri-dimensional organizational commitment model, which delineates commitment into three dimensions: affective, continuance, and normative commitment. Affective commitment reflects the emotional attachment an employee has to their job and their strong alignment with the organization's values and standards. Teachers who display high emotional commitment to their school are more likely to exhibit a deep sense of sincerity in adhering to the organization's guidelines and maintaining a positive attitude in pursuit of the organization's objectives.

Continuance commitment, on the other hand, involves an employee's awareness of the costs associated with leaving their current organization. It is a more calculated form of commitment, where individuals weigh the risks and costs associated with departing from their current workplace.

Normative commitment centers on an employee's sense of duty to remain and continue working within the organization. This commitment is characterized by a reluctance to leave, often driven by a feeling of belonging and a belief that the organization aligns with their values. In the context of teacher qualifications in Nigeria, the National Policy on Education (2004) prescribes the Nigerian certificate in education (NCE) as the minimum qualification for teaching at the secondary school level. Nevertheless, the standard qualification for teachers at this level is generally considered to be a Bachelor's or First Degree. Teachers with an NCE are typically not promoted beyond grade level 13 and are not allowed to head schools. Consequently, efforts are being made to phase out teachers with qualifications below the NCE level from secondary schools. Despite the standard requirement, there exists an overrepresentation of teachers with higher degrees, which amounts to a situation of "over-schooling." This anomaly occurs when teachers possess educational qualifications that exceed the requirements of their positions (Amaewhate, 2007).

"Over-schooling," as described by Leuven and Osterbeek (2011), refers to the disparity between an individual's educational attainment and the level of education necessary for their job. In essence, someone is deemed "over-schooled" when their educational qualifications surpass the prerequisites of their employment. Etuk, Akpon, and Etuk (2012) also emphasize this phenomenon, underscoring that over-schooling arises when an individual occupies a lower-ranked job than what is expected based on their educational qualifications and training. This

indicates the existence of an optimal job level corresponding to each level of education, with those deemed "over-schooled" performing roles below their educational potential.

Statement of the Problem

The fundamental objective of any educational system lies in the cultivation of a skilled workforce to contribute to the political, institutional, social, and economic progress of a nation. The realization of this objective hinges on the sound functioning of the educational components. Should teachers find themselves dissatisfied with their roles, it can lead to a decline in their morale, potentially resulting in detrimental consequences for the supply of skilled manpower. The erosion of teachers' morale undermines the prospect of optimal commitment to their profession, underscoring the fact that when educators derive contentment from their work environment and the various responsibilities inherent in their roles, a strong inclination to actively engage in school activities is expected.

Regrettably, this positive scenario appears to be inverted in the context of teachers with higher degrees in secondary schools within the Edo Central Senatorial District. These teachers, it seems, face discouragement that hinders them from delivering their best efforts in the workplace, manifesting a lack of enthusiasm for school-related activities. Numerous studies exploring teacher job satisfaction and commitment have yielded diverse outcomes. For example, a survey conducted in Botswana by Monyatsi (2012) identified teachers' commitment as a byproduct of the satisfaction derived from their work environment. In contrast, Ngimanbuzi (2009), in a similar study in Tanzania, reported a lack of commitment among teachers to their jobs.

While various findings have emerged in different countries, the researcher is unaware of similar investigations conducted in secondary schools within the Edo Central Senatorial District. This knowledge gap has prompted the researcher to investigate the impact of "over-schooling" on the job commitment of teachers with higher degrees in this specific district.

Purpose of the Study

The main purpose of this study was to investigate the impact of over schooling on job commitment of teachers with higher degrees in secondary school Edo Central Senatorial district? The specific Objectives include:

- a. examine the level of commitment to work among secondary school teachers with higher degrees in secondary schools in Edo Central Senatorial District
- b. Investigate the causes of over-schooling among public secondary school teachers with higher degrees in secondary schools in Edo Central Senatorial District

- c. examine the impact of over-schooling on the commitment level of secondary school teachers with higher degrees to work in secondary schools in Edo Central Senatorial District

Research Questions

The following research questions were raised to guide the study:

1. What is the level of commitment to work among secondary school teachers with higher degrees in Edo Central Senatorial District?
2. What are the causes of over-schooling among public secondary school teachers with higher degrees in Edo Central Senatorial District?
3. Is there any significant impact of over-schooling on the commitment level of secondary school teachers with higher degrees to work in Edo Central Senatorial District?

Hypothesis

The following hypotheses were formulated to guide the study

1. There is no significant impact of over-schooling on the commitment level of secondary school teachers with higher degrees to work in Edo Central Senatorial District

Review of Related Literature

Work commitment, often referred to as an employee's dedication to their assigned tasks in the workplace, is a crucial measure of the enthusiasm and sense of responsibility an individual has towards an organization's goals, mission, and vision. with their job satisfaction, which has a direct impact on the organization's overall performance. This can result in improved profitability, productivity, employee retention, and a better working environment.

For example, a study conducted in Malaysia by Fauziah, Rahmah, Rohani, Rasimah, and Zabani in 2010 focused on teachers' professionalism and their commitment to the organization. The research revealed that teachers exhibited varying levels of commitment, including low to moderate levels of professionalization, as well as moderate levels of affective, continuance, and normative commitments. These findings highlight the complex nature of commitment in the workplace, with different dimensions and degrees of commitment among employees.

Similarly, Nkang and Uwah (2013) conducted a study that involved both teachers and principals. Their research revealed that teachers with higher degrees demonstrated commitment to their duties, including activities such as lesson preparation, classroom teaching, assignment distribution, and grading. Despite these positive findings, the study also noted that these teachers were not adequately motivated. Nonetheless, they continued to perform effectively in secondary schools in Akwa Ibom state. Horn's report in 2006 revealed that teachers with higher degrees often

focus on meeting the minimum syllabus requirements rather than actively preparing students for their future careers. In a study conducted by Akinwale and Okotoni (2019) in Osun state, it was found that teachers with higher degrees demonstrated commitment to the teaching profession and the teaching and learning processes but exhibited low commitment to the school as a whole.

The phenomenon of overschooling among secondary school teachers in Nigeria has historical, economic, and political origins. Olowumi, Yetunde, and Adebisi (2020) discovered that the government's decision in 2004 to raise the minimum qualifications for professional teachers at the secondary school level contributed to overschooling. This decision was influenced by the changing landscape of education, particularly the introduction of advanced technology, which necessitated higher educational qualifications for teachers at this level. Those who could not obtain a Bachelor's degree in education within the specified period were advised to resign from their positions, leading many to pursue master's or doctoral degrees in anticipation of potential future upgrades in qualifications.

Age also plays a role in overschooling, as reported by Ng (2000), with the belief that higher educational levels offer greater job mobility. Leuven and Osterbeck highlighted factors such as a mismatch between higher teacher education curricula and the needs of primary and secondary schools, the proliferation of private tertiary institutions without corresponding job opportunities, and corrupt recruitment practices as contributing to overschooling.

Etuk (2012) pointed out that the civil service structure in Nigeria incentivizes graduates to pursue higher qualifications as it implies better job prospects and higher earning potential. However, these aspirations may not always align with the job market's realities, leading to individuals accepting any available job, thus contributing to overschooling.

Manga's study in 2018 delved into the reasons behind over-schooling among teachers in Kebbi State, Nigeria. Some of the identified causes included the discontinuation of the Grade II Teachers Certificate, an excessive number of graduate teachers, and the growth of private schools that, despite requiring higher degrees, offered low remuneration to teachers. These factors contribute to the phenomenon of over-schooling and highlight the complexities within the educational system and labor market.

Nsisong, Eme, and Ijeoma (2014) observed a steady decline in graduate employment opportunities due to a lack of job openings and increased unemployability of university graduates. This oversupply of graduates without corresponding job demand contributes to the phenomenon of overschooling.

The consequences of overschooling are multifaceted. Overschooled teachers may perceive the higher knowledge and skills they possess as wasted since they cannot fully apply

them in lower-level teaching positions. The acquired skills in research, supervision, and complex teaching methods often cannot be effectively utilized in primary and secondary schools. Additionally, the financial resources invested in acquiring higher degrees may be considered wasted due to lower returns on investment caused by inadequate remuneration in primary and secondary school teaching positions.

Madumere and Obike (2000) noted that overschooling can lead to high job turnover, as overqualified teachers frequently seek better opportunities and are quick to leave their current positions at the slightest opportunity.

Akpan, Asuro, and Udofia (2013) found in their study that overschooling tends to reduce productivity due to lower morale and heightened job dissatisfaction among teachers. Similarly, Nkang and Uwah (2013) discovered that teachers with higher degrees may still display commitment to their teaching duties, such as lesson preparation and grading assignments. However, they often lack sufficient motivation, resulting in lower participation in school activities that are not directly related to teaching. This may be attributed to the fact that teachers with higher qualifications tend to focus primarily on teaching responsibilities.

Owoeye's report in 2007 emphasized the importance of job performance variables, such as effective utilization of the scheme of work, supervision, monitoring of students' work, and maintaining discipline. UNESCO's report in 1996 stressed that a nation's development hinges on the quality of its teachers and that even advanced infrastructure and adequate funding cannot ensure success in the education system if teachers are unable to deliver. The report underlines the significance of recognizing and treating teachers well, as they are the primary agents responsible for child training and development. It is not merely having a higher degree that facilitates a teacher's job performance; rather, their level of motivation is of paramount importance.

Adams (1963) also pointed out that overschooled teachers who lack adequate motivation and do not receive commensurate returns on their educational investments may experience feelings of inequity, which can lead to low morale and reduced job performance.

Method

The research conducted in this study followed a descriptive approach using an ex post facto research design. The study targeted a population comprising all 397 public secondary school teachers and all 70 public secondary school principals in Edo Central Senatorial District. From this total population, a sample of 200 public secondary school teachers was selected for the study. To choose the sample, the researchers utilized a stratified sampling technique, dividing the population into five distinct strata, each corresponding to one of the five local government areas

within the district, namely Esan Central, Esan West, Esan North East, Esan South East, and Igueben. Within each stratum, the selection of the sample was based on a proportional representation of 50%. All the principals from the selected schools were included in the study. For a clearer overview of the population and the sample selected, please refer to Table 1, titled "Distribution of Population and Sample of Schools."

Name of L.G.A	No of Schs	No of Teachers	Sample Teachers 50%
Esan Central	13	71	36
Esan North East	12	84	42
Esan South East	18	76	38
Esan West	15	117	59
Igueben	10	49	25
TOTAL	68	397	200

The research employed a structured instrument called the "Impact of Over-Schooling on Job Commitment of Teachers with Higher Degrees (IOSJCT)" to gather data for the study. This instrument was subject to a validation process to ensure its accuracy and appropriateness. Additionally, a reliability test was conducted using the Cronbach Alpha formula, resulting in a reliability coefficient of 0.66. A Cronbach Alpha coefficient of 0.66 suggests a moderate level of internal consistency reliability for the instrument. This coefficient assesses the degree to which the items in the instrument consistently measure the same underlying construct. While a higher coefficient is generally preferred to indicate stronger reliability, a value of 0.66 is still considered acceptable, particularly for exploratory or descriptive research. It means that the items in the instrument are moderately consistent in measuring the intended construct of "Impact of Over-Schooling on Job Commitment of Teachers with Higher Degrees." However, for more robust research, researchers often aim for higher Cronbach Alpha values to enhance the instrument's reliability.

Results

Research Question One: What is the level of commitment to work among secondary school teachers with higher degrees in Edo Central Senatorial District?

Table 2: Summary of the analysis of the level of commitment to work among secondary school teachers with higher degrees in Edo Central Senatorial District

S/N	ITEMS	\bar{X}	SD	Remark
1.	Always come to school before assemblies are being held	2.50	0.49	Agreed
2.	Always punctual to school	2.52	0.49	Agreed

3.	Present in class at the stipulated time for any of the subject	2.81	0.47	Agreed
4.	Do not engage in other activities during school hours	2.22	0.54	Disagreed
5.	Mark their students register as at when due	2.66	0.79	Agreed
MEAN AGGREGATE			2.54	

** Mean scores is significant ($\bar{X} \geq 2.50$)*

Table 2 provides a summary of the analysis of the level of work commitment among secondary school teachers with higher degrees in Edo Central Senatorial District. The results indicated that for items 1, 2, 3, and 5, the mean ratings were all above the threshold of 2.50, with values of 2.52, 2.81, 2.66, and standard deviations of 0.49, 0.49, 0.47, and 0.79, respectively. These findings suggest that teachers exhibited a high level of commitment to work for these items. However, for item 4, the mean rating was 2.22 with a standard deviation of 0.54, which was below the set threshold. This item indicated a lower level of commitment to work. Despite the lower rating for item 4, the table also presented an overall mean aggregate of 2.54, which surpasses the study's benchmark of 2.50. This implies that, on the whole, the level of commitment to work among secondary school teachers with higher degrees in Edo Central Senatorial District was high. Thus, while there was one item that indicated a lower level of commitment, the overall findings suggest that teachers with higher degrees in the district displayed a high commitment to their work.

Research Question Two: What are the causes of over-schooling among public secondary school teachers in Edo Central Senatorial District?

Table 3: Summary of the analysis of the causes of over-schooling among public secondary school teachers in Esan West Local Government Area of Edo State

S/N	ITEMS	\bar{X}	SD	Remark
6.	Undue preference for white collar jobs	2.69	0.39	Agreed
7.	Mismatch between school curriculum in higher teacher education	2.98	0.28	Agreed
8.	Establishment of more private tertiary institutions	2.94	0.38	Agreed
9.	Excessive turn out of graduate teachers in the face of limited vacancies	2.77	0.33	Agreed
10.	Corrupt practices in recruitment of teachers	3.24	0.26	Agreed

** Mean scores is significant ($\bar{X} \geq 2.50$)*

Table 3 presents a summary of the analysis conducted to identify the causes of over-schooling among public secondary school teachers in Edo Central Senatorial District. The results reveal that items 6, 7, 8, 9, and 10 all received mean ratings above the predefined benchmark of 2.50. The respective mean ratings were 2.69, 2.98, 2.94, 2.77, and 3.24, with standard deviations

of 0.39, 0.28, 0.38, 0.33, and 0.26. These items were categorized as "agreed" because they exceeded the study's set threshold. The findings indicate that the causes of over-schooling among public secondary school teachers in Edo Central Senatorial District encompass factors such as a disproportionate preference for white-collar jobs, a misalignment between the curriculum in higher teacher education and the requirements at the primary and secondary school levels, the proliferation of private tertiary institutions, a surplus of graduate teachers in comparison to available job opportunities, and unethical practices in teacher recruitment. These factors play a significant role in driving the phenomenon of over-schooling in the district.

Test of Hypothesis

Hypothesis One: There is no significant impact of over-schooling on the commitment level of secondary school teachers with higher degrees to work in Edo Central Senatorial District

Table 4: Pearson Product Moment Correlation Coefficient analysis of the impact of over-schooling on the commitment level of secondary school teachers with higher degrees to work in Edo Central Senatorial District

Variable	N	X	SD	df	r-cal	P-Value	Remark
Over-Schooling	200	2.99	.48	198	.500	.002	H₀ hypothesis rejected (p<.05)
Teachers' Commitment		2.79	.42				

Table 4 presents the results of the Pearson Product Moment Correlation Coefficient analysis, which aimed to evaluate the influence of over-schooling on the commitment level of secondary school teachers in Edo Central Senatorial District. The calculated Pearson correlation coefficient (r), denoted as r-cal, was determined to be 0.500. The statistical analysis established that this correlation (r-cal = 0.500) was statistically significant at a p-value of 0.002. The p-value is reported as (0.002 ≤ 0.05), indicating that it is less than the typical significance level of 0.05 used for hypothesis testing.

Consequently, the null hypothesis, which likely posited that there was no notable impact of over-schooling on teachers' commitment to work, was rejected. In simpler terms, this statistical finding suggests that there is indeed a significant impact of over-schooling on the commitment level of secondary school teachers with higher degrees in Edo Central Senatorial District. The correlation coefficient of 0.500 implies a positive relationship between over-schooling and commitment to work, indicating that as the degree of over-schooling increases, so does the commitment of teachers to their work.

Discussion of Findings

The findings of this study offer valuable insights into the commitment level of secondary school teachers with higher degrees in Edo Central Senatorial District. Overall, the results indicate that these teachers demonstrate a high level of commitment to their work. This finding is consistent with the observations made by Nkang and Uwah (2013), who also noted a high level of commitment among teachers with higher degrees, particularly in terms of lesson preparation and assignment grading.

However, it's important to note that these findings contrast with Horn's (2006) study, which found that teachers with higher degrees exhibited only a moderate level of commitment to their jobs, with a focus on completing the syllabus rather than actively preparing students for their careers. Additionally, the study by Fauziah (2010) suggested that teachers with higher degrees had a low to moderate level of professionalization, which differs from the findings of this study.

Regarding the causes of over-schooling among public secondary school teachers in Edo Central Senatorial District, the study identified several contributing factors. These include an excessive preference for white-collar jobs, a mismatch between the higher education curriculum and the needs of primary and secondary school levels, the proliferation of private tertiary institutions, a surplus of graduate teachers compared to available job opportunities, and unethical recruitment practices. These factors shed light on the complexities of over-schooling in the district. These findings are consistent with the observations of Leuven and Osterbeck, who also reported a preference for white-collar jobs and a mismatch between the school curriculum and industry needs as factors contributing to over-schooling. Furthermore, the study aligns with the findings of Olawumi, Yetunde, and Adebisi (2020), who pointed to the government's decision to upgrade the minimum qualifications for professional teachers in 2004 as a key driver of over-schooling.

The study also revealed a significant impact of over-schooling on the commitment level of secondary school teachers with higher degrees in Edo Central Senatorial District. This finding supports the observations of Nkang and Uwah (2013) that over-schooled teachers in Akwa Ibom State were less interested in school activities, as well as Madumere and Obike (2000), who noted that over-schooling leads to high job turnover. Additionally, the study's results align with the insights from Akpan, Ajuw, and Udofic (2013), indicating that over-schooling can reduce productivity due to low morale and job dissatisfaction. The study's findings are also in line with Adams' (1963) observations that over-schooled teachers, when not sufficiently motivated and facing unequal returns on their education, may experience low morale and reduced job performance.

Finally, this research contributes to the understanding of the relationship between over-schooling and work commitment among teachers with higher degrees, highlighting the

significance of contextual factors and individual motivations in shaping teachers' commitment to their work

Conclusion

In conclusion, the study found that secondary school teachers with higher degrees in Edo Central Senatorial District exhibit a high level of commitment to teaching, even in the face of inadequate motivation and other challenges. The main causes of over-schooling among these teachers include a preference for white-collar jobs, an oversupply of graduates relative to available positions, and related factors. Importantly, the study confirms a significant impact of over-schooling on the commitment level of these teachers. In summary, despite the challenges associated with over-schooling, these teachers remain dedicated to their profession.

Recommendations

Based on the study's findings, the following recommendations have been proposed:

1. Teachers with higher degrees at the secondary school level should be provided with motivation and incentives to encourage their best performance in their roles.
2. Teachers with higher degrees should receive additional incentives and benefits to promote retention and sustained commitment to their jobs.
3. Government authorities, school administrators, and parent-teacher associations should collaborate to implement policies that recognize and appreciate teachers with higher degrees in secondary schools.
4. It is recommended that the government establishes a formal policy recognizing the significance of higher degrees at the secondary school level.

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