



Teacher Instructional and Curricular Autonomy and their Job Commitment: Evidence from Delta State Nigeria Secondary Schools

¹ OKILI, Anthony Ifeanyi (Postgraduate Student) & ² Romina Ifeoma Asiyai*

^{1,2} Department of Educational Management and Foundations, Delta State University, Abraka, Nigeria.

DOI: 10.5281/zenodo.21705257

Submission Date: 21 May 2026 | Published Date: 30 July 2026

*Corresponding author: [Romina Ifeoma Asiyai](#)

Department of Educational Management and Foundations, Delta State University, Abraka, Nigeria.

Abstract

The quality of teaching and learning in schools is inseparably tied to the job commitment of teachers. This study examined teacher autonomy and job commitment in public secondary schools in Delta State. Two research questions were answered and two hypotheses were formulated and tested at 0.05 level of significance. The sample for the study comprised 410 respondents, including 82 principals and 328 teachers drawn from 41 public secondary schools in Delta State. Self-structured questionnaire tagged Teachers' Instructional, Curricular Autonomy and Job Commitment Questionnaire (TICAJCQ) was used for data collection from the respondents. The instrument was validated by two experts: one specializing in educational administration and the other in measurement and evaluation. The internal consistency reliability method was used to determine the reliability of the instrument. The instrument was administered to the respondents by the researcher and research assistants. Data collected was analyzed using Pearson correlation and coefficient of determination. The hypotheses were tested using Pearson Product Moment Correlation (PPMC), at $p \leq 0.05$ significance level. The findings of the study revealed that there is a significant relationship between instructional autonomy and teachers' job commitment. There is a significant relationship between curricular autonomy and teachers' job commitment in public secondary schools in Delta State. Based on the findings the study concluded that teachers' autonomy has a strong and significant positive relationship with teachers' job commitment. The study recommended that Government through Ministry of Education can sustain and strengthen the high level of teachers' autonomy by reducing excessive administrative control and promoting supportive leadership styles among school principals.

Keywords: *Autonomy, curricular, instructional, job commitment, teacher.*

INTRODUCTION

Quality secondary education is universally recognized as a cornerstone for national development, social advancement, and individual empowerment. It equips learners with the knowledge, skills, and attitudes necessary for higher education, vocational pursuits, and effective participation in society. A functional secondary education system provides students with strong foundations in literacy, numeracy, science, technology, and life skills, thereby preparing them to meet the demands of a knowledge-driven global economy. In Nigeria, secondary education is particularly crucial because it serves as the bridge between primary and tertiary education and plays a decisive role in shaping the intellectual, social, and moral capacities of the youth. Attaining quality secondary education depends largely on the effectiveness and commitment of teachers, who are the key drivers of instructional delivery and educational outcomes.

The quality of teaching and learning in schools is inseparably tied to the job commitment of teachers. Teachers' job commitment reflects their dedication, loyalty, and passion toward their professional duties and the educational institution they serve. Committed teachers are more likely to plan effectively, deliver engaging lessons, provide constructive feedback, and actively support the holistic development of their students. On the contrary, low commitment may result in poor lesson preparation, ineffective classroom management, and diminished student motivation and performance. Thus, the effectiveness of Nigeria's secondary education system is strongly linked to the degree to which teachers remain committed to their work.

Teachers' job commitment is considered to be a major determinant of students' academic success, particularly in secondary schools. Job commitment refers to the willingness of teachers to invest their time, energy, knowledge, and skills to fulfil their professional responsibilities with loyalty, dedication, and enthusiasm. A committed teacher goes beyond the basic requirements of the job to ensure that students not only achieve academic success but also develop desirable character and life skills (Nnorom, Egwunyenga, & Anho, 2024). Teachers' job commitment manifests in various forms such as lesson preparation, effective classroom delivery, student assessment, professional collaboration, continuous learning, and resilience in the face of challenges. Conversely, a lack of commitment among teachers may result in poor lesson planning, ineffective teaching, incomplete curriculum coverage, lateness to duty, and disengagement, all of which may negatively affect student performance and the attainment of educational goals.

One of the key factors that may linked to teachers' job commitment is teacher autonomy. Teacher autonomy refers to the degree of professional independence granted to teachers to make instructional, curricular, assessment, and professional decisions without undue interference. Autonomy empowers teachers to take responsibility for how they design lesson plans, deliver classroom instruction, evaluate students, and make decisions that affect their professional practice. Autonomy could strengthen teachers' sense of ownership and responsibility, leading to greater job commitment. Nnebedum, *et al.*, (2023) highlighted different dimensions of teacher autonomy, which include instructional, curricular, assessment, and professional decision-making autonomy. Building on this framework, the present study will adopt these four components as the focus of teacher autonomy.

Instructional autonomy refers to the freedom teachers have in determining the methods, strategies, and instructional materials they use in the classroom. In the context of teaching, it allows teachers to select pedagogical approaches that align with their students' needs, interests, and learning abilities. Instructional autonomy enhances teachers' job commitment by fostering creativity, ownership, and innovation in classroom practices. When teachers are trusted to make instructional choices, they feel empowered and respected, which strengthens their sense of professional responsibility. Kagoire, *et al.*, (2024) asserted that instructional autonomy could positively influences teacher motivation and effectiveness because it allows them to adapt lessons to real classroom situations. This sense of independence not only improves the quality of teaching but also reinforces teachers' dedication to student success and the goals of the school. Thus, in the secondary school system, instructional autonomy could go a long way in boosting teachers' job commitment.

Curricular autonomy refers to the extent to which teachers can make decisions regarding the design, adaptation, and implementation of the curriculum. In teaching, it includes the ability to select topics, adjust content, and sequence learning activities in a way that promotes meaningful student learning. Curricular autonomy enhances teachers' job commitment by giving them the flexibility to tailor curriculum content to the unique needs of their learners and the realities of their classrooms (Ertürk, 2023). When teachers are allowed to exercise this form of autonomy, they feel more responsible for students' academic progress and are likely to invest additional effort in ensuring curriculum goals are met. curricular autonomy helps to foster creativity, responsiveness, and relevance in teaching, which in turn strengthens teachers' sense of professional fulfillment (Shu, 2022). Thus, in the secondary school system, curricular autonomy is essential for enhancing teachers' job commitment.

UNESCO (2023) highlights that granting autonomy enhances public confidence in education by affirming teaching as a knowledge-based career. In this way, autonomy not only strengthens professional agency but also fosters collaboration and institutional commitment (Soini & Pietarinen, 2023). Thus, in the secondary school system, instructional and curricular autonomy could play a significant role in enhancing teachers' job commitment.

Statement of the Problem

Teachers remain the central agents in achieving educational goals, particularly in public secondary schools. Teachers are indispensable because students' success or failure largely depends on their commitment to the teaching profession. Teacher job commitment is essential for producing competent, disciplined, and innovative graduates who can thrive in a competitive society. Despite efforts by teachers in public secondary schools in Delta State to ensure effective teaching and learning, their level of job commitment appears to be below expectation. This is reflected in such practices as poor lesson preparation, dependence on outdated instructional materials, and limited creativity in classroom delivery all of which reduce students' engagement. Informal interactions with teachers from a cross-section of secondary schools during subject cluster group meetings union meetings and sports activities revealed that teachers face daunting challenges which militate against their level of job commitment in schools. These challenges further highlight the need to critically examine the underlying factors that may hinder teachers' commitment. This situation raises concerns about the extent to which teacher instructional and assessment autonomy contribute to teachers' job commitment in Delta State.

Research Questions

1. What is the relationship between instructional autonomy and teachers' job commitment in public secondary schools?
2. What is the relationship between curricular autonomy and teachers' job commitment in public secondary schools in Delta State?

Hypotheses

1. There is no significant relationship between instructional autonomy and teachers' job commitment in public secondary schools in Delta State.
2. There is no significant relationship between curricular autonomy and teachers' job commitment in public secondary schools in Delta State.

LITERATURE REVIEW

Teacher autonomy refers to the freedom inherent in a given job. According to Saleh, Aminu, and Mustapha (2021), teacher autonomy involves granting teachers the freedom of choice in how their work is designed and carried out. It reflects the authority, control, and discretion individuals have in determining the methods or approaches for executing their responsibilities within an organization. In other words, it is the ability to perform tasks at one's own discretion. Fradkin-Hayslip (2021) described teacher autonomy as the capacity to make independent choices regarding how tasks are performed in the workplace. In the academic context, teacher autonomy is reflected in lecturers' freedom to set learning goals, select teaching methods, and determine appropriate approaches for assessing students. Lin and Ping (2016) defined autonomy as a favorable workplace condition that enables employees to apply their decision-making skills in carrying out job-related tasks. Thus, teacher autonomy provides substantial freedom to act and fulfill responsibilities in the workplace. More broadly, it represents the extent to which teachers are given the authority and independence to plan, initiate, and execute their duties within an organization.

Instructional autonomy refers to teachers' freedom to determine how lessons are delivered, which methods to employ, and how to manage their classrooms. Ingersoll *et al.*, (2021) define it as the "discretion teachers exercise in instructional delivery and classroom management." Similarly, Rasooli *et al.*, (2022) describe it as the authority to adapt pedagogy in ways that meet diverse learners' needs. Yoon (2023) frames instructional autonomy as a foundation for student-centered learning, while He and Yan (2024) highlight its role in fostering innovation in teaching strategies. Kim (2023) further notes that it enables teachers to balance mandated goals with contextual classroom realities.

The significance of instructional autonomy in school systems is profound. It empowers teachers to adjust lessons for struggling or advanced students, thereby promoting inclusion and equity. Schools that foster this autonomy often experience higher teacher motivation, more creative pedagogy, and stronger student engagement (He & Yan, 2024). Conversely, excessive prescription of teaching methods can result in mechanical instruction, reducing responsiveness to learners' needs (Yoon, 2023). Thus, instructional autonomy is vital for cultivating flexible and adaptive classrooms.

Curricular autonomy involves teachers' authority to make decisions about the content, sequence, and emphasis of the curriculum. According to Ingersoll *et al.*, (2021), it is the "capacity to determine what is taught within the boundaries of the curriculum." Rasooli *et al.*, (2022) add that curricular autonomy reflects how much teachers can localize and contextualize curriculum. Yoon (2023) explains that it allows for cultural and community responsiveness. He and Yan (2024) argue that curricular freedom enables educators to enrich official syllabi with materials that resonate with students' lived experiences. Kim (2023) also stresses that such autonomy is essential for aligning curriculum with twenty-first century competencies.

In school systems, curricular autonomy is significant because it creates space for innovation while safeguarding cultural relevance. When teachers can shape curriculum to local contexts, education becomes more meaningful to students, strengthening engagement and retention. This study investigated the association between teacher instructional and curricular autonomy and job commitment.

METHODOLOGY

This study employed correlational research design to examine how teacher instructional and curricula autonomy relates with their job commitment. Correlation design is employed when a researcher intention is to examine the extent to which two or more variables are related to see how change in one variable could result to change in another, without manipulation of the variables (Johnson and Christensen, 2012). The population for this study comprises a total of 2,468 personnel from secondary schools in North Senatorial District of Delta State. A sample of 384 was selected using Krejcie & Morgan (1970) formula.

A questionnaire tagged Teachers' Instructional, Curricula Autonomy Questionnaire and Job Commitment Questionnaire (TICAJCQ) was used for data collection from the respondents. The respondents were asked to indicate their opinion on four points scale with close ended items as Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) points. The face and content validity of the research instrument was established by submitting the initial draft to two experts in

educational administration and test and measurement. The reliability of the instrument was established using Cronbach Alpha for estimating the internal consistency. An index of 0.84 was obtained. The researcher and two assistants conducted the collection of data.

Data analysis was conducted using correlation, coefficient of determination and Pearson Product Moment Correlation coefficient (r) analysis. The two hypotheses were tested at $p \leq 0.05$ significance level.

RESULTS

Research Question 1: What is the relationship between instructional autonomy and teachers' job commitment in public secondary schools in Delta State?

Table 1: Relationship between instructional autonomy and teachers' job commitment (N = 352)

Variable	Mean	SD	r	r ²	r ² %	Remark
Instructional Autonomy	3.19	.48	.762	.581	58.1	Positive Relationship
Teachers' job Commitment	3.17	.67				

Data in Table 1 shows the relationship between instructional autonomy and teachers' job commitment in public secondary schools in Delta State. The result indicates a strong positive relationship with a correlation coefficient of $r = .762$. The coefficient of determination ($r^2 = .581$) implies that instructional autonomy accounts for 58.1% of the variance in teachers' job commitment. The mean score for instructional autonomy (Mean = 3.19, SD = .48) and teachers' job commitment (Mean = 3.17, SD = .67) suggests a high level of both variables among respondents.

Research Question 2: What is the relationship between curricular autonomy and teachers' job commitment in public secondary schools in Delta State?

Table 2: Relationship between curricular autonomy and teachers' job commitment (N = 352)

Variable	Mean	SD	r	r ²	r ² %	Remark
Curricular Autonomy	3.17	.48	.784	.615	61.5	Positive Relationship
Teachers' job Commitment	3.17	.67				

Data in Table 2 presents the relationship between curricular autonomy and teachers' job commitment. The analysis reveals a strong positive correlation ($r = .784$), indicating that as curricular autonomy increases, teachers' job commitment also increases. The coefficient of determination ($r^2 = .615$) shows that 61.5% of the variation in teachers' job commitment can be explained by curricular autonomy. The mean values for curricular autonomy (Mean = 3.17, SD = .48) and teachers' job commitment (Mean = 3.17, SD = .67) indicate that respondents reported relatively high levels of both variables.

Hypotheses Testing

Hypothesis 1: There is no significant relationship between instructional autonomy and teachers' job commitment in public secondary schools in Delta State.

Table 3: Pearson r on instructional autonomy and teachers' job commitment

		Instructional Autonomy Scale (IAS)	Teachers' Job Commitment (TJC)
Instructional Autonomy Scale (IAS)	Pearson Correlation	1	.762**
	Sig. (2-tailed)		.000
	N	352	352
Teachers' Job Commitment (TJC)	Pearson Correlation	.762**	1
	Sig. (2-tailed)	.000	
	N	352	352

** Significant at 0.05

Data in Table 3 shows the Pearson correlation between instructional autonomy and teachers' job commitment. The result reveals a strong positive correlation ($r = .762^{**}$) between instructional autonomy and teachers' job commitment. The p-value (Sig. = .000) is less than the 0.05 level of significance, indicating that the relationship is statistically significant. This implies that as instructional autonomy increases, teachers' job commitment also increases significantly. Based on this finding, the null hypothesis is rejected. Therefore, there is a significant relationship between instructional autonomy and teachers' job commitment in public secondary schools in Delta State.

Hypothesis 2: There is no significant relationship between curricular autonomy and teachers' job commitment in public secondary schools in Delta State.

Table 4: Pearson r on curricular autonomy and teachers' job commitment

		Curricular Autonomy Scale (CAS)	Teachers' Job Commitment (TJC)
Curricular Autonomy Scale (CAS)	Pearson Correlation	1	.784**
	Sig. (2-tailed)		.000
	N	352	352
Teachers' Job Commitment (TJC)	Pearson Correlation	.784**	1
	Sig. (2-tailed)	.000	
	N	352	352

** Significant at 0.05

The data in Table 4 presents the Pearson correlation between curricular autonomy and teachers' job commitment. The result indicates a strong positive correlation ($r = .784^{**}$) between curricular autonomy and teachers' job commitment. The significance value ($p = .000$) is less than 0.05, showing that the relationship is statistically significant. This suggests that higher levels of curricular autonomy are associated with increased teachers' job commitment. Consequently, the null hypothesis is rejected, and it is concluded that there is a significant relationship between curricular autonomy and teachers' job commitment in public secondary schools in Delta State.

DISCUSSION

Instructional Autonomy and Teachers' Job Commitment

Finding revealed that there is a significant relationship between instructional autonomy and teachers' job commitment in public secondary schools in Delta State. The significant relationship between instructional autonomy and job commitment can be explained by the psychological empowerment that autonomy provides. When teachers have the freedom to choose teaching methods, strategies, and classroom practices, they experience a sense of ownership and control over their work. This enhances job satisfaction and professional fulfillment, which in turn increases commitment. Instructional autonomy allows teachers to be creative and responsive to students' needs, reducing frustration associated with rigid control. Consequently, teachers who feel trusted and empowered in their instructional roles are more likely to invest effort, remain dedicated, and align themselves with school goals.

This finding supports the findings of Yoon (2023), who found that teachers who are trusted to shape instructional practices are more likely to feel valued, respected, and emotionally attached to their institutions, enhancing their willingness to remain in the profession. This finding also supports the findings of Ali and Hussain (2023), who found that higher levels of instructional autonomy significantly predicted stronger job commitment among secondary school teachers. This finding further supports the findings of Oluwaseun and Daramola (2025), who found that instructional autonomy enhanced both affective and continuance commitment among public secondary school teachers in Ekiti State, Nigeria. This finding supports the findings of Okeke and Nwankwo (2024), who found that instructional autonomy was a significant predictor of teachers' affective and normative commitment in Anambra State, Nigeria. This finding also supports the findings of Brown and Taylor (2023), who found that teachers with higher instructional autonomy reported greater job commitment and lower turnover intentions, and the findings of Efthymiopoulos and Goula (2024), who found that autonomy supports teachers' capacity for innovation, enabling them to experiment with teaching methods, which in turn strengthens their loyalty and commitment.

Curricular Autonomy and Teachers' Job Commitment

Finding shows that there is a significant relationship between curricular autonomy and teachers' job commitment in public secondary schools in Delta State. The observed relationship between curricular autonomy and job commitment may stem from the flexibility it offers teachers to make the curriculum more relevant and meaningful to their students. When teachers can adapt content, sequence topics, and incorporate locally relevant materials, they are better able to achieve instructional goals and see the impact of their work. This sense of effectiveness enhances their professional satisfaction and commitment. Moreover, curricular autonomy reduces the rigidity of centralized curricula, allowing teachers to exercise professional judgment, which reinforces their identity as skilled practitioners and increases their attachment to their roles.

This finding supports the findings of Adeyemi and Olatunji (2024), who found that curricular autonomy was a strong predictor of affective commitment among secondary school teachers in South-West Nigerian secondary schools. This finding also supports the findings of Mensah and Boateng (2023), who found that curricular autonomy positively influenced both teachers' professional commitment and classroom engagement among science teachers in Ghana. This

finding further supports the findings of Johnson and Lee (2022), who found that curricular autonomy had a stronger impact on teacher satisfaction and commitment in educational systems where teachers are given flexibility in curriculum design. This finding supports the findings of Bello and Ibrahim (2025), who found that curricular autonomy had the highest positive correlation with teacher commitment compared to instructional and assessment autonomy among teachers in Kano State, Nigeria. This finding also supports the findings of Okafor and Eze (2024), who found a positive correlation between curriculum autonomy and job commitment among public secondary school teachers in Anambra State, Nigeria, and the findings of Nsubuga and Wamala (2021), who found that when teachers could adapt the curriculum to local contexts, their job satisfaction improved significantly, leading to more committed and stable teaching forces.

Conclusion and Recommendation

The study concludes that teachers' autonomy has a strong and significant positive relationship with teachers' job commitment. This implies that autonomy is a critical determinant of teachers' commitment, as it enhances their sense of ownership, motivation, and professional satisfaction.

The study recommends that Government through Ministry of Education can sustain and strengthen the high level of teachers' autonomy by reducing excessive administrative control and promoting supportive leadership styles among school principals.

REFERENCES

1. Adeyemi, T., & Olatunji, K. (2024). Curricular autonomy and teachers' organizational commitment in South-West Nigeria secondary schools. *Journal of Educational Management and Leadership*, 9(2), 55–68. <https://doi.org/10.1080/edml.2024.002>
2. Ali, R., & Hussain, M. (2023). Teacher autonomy and job commitment among secondary school teachers in Pakistan. *Asian Journal of Education and Training*, 9(1), 1–9. <https://doi.org/10.20448/journal.522.2023.91.1.9>
3. Bello, H., & Ibrahim, S. (2025). Teacher autonomy, job satisfaction, and organizational commitment in public schools in Northern Nigeria. *Nigerian Educational Research Journal*, 14(1), 75–93.
4. Brown, P., & Taylor, R. (2023). Instructional freedom, teacher job satisfaction, and retention in U.S. charter schools. *Teaching and Teacher Education*, 124, 104070. <https://doi.org/10.1016/j.tate.2023.104070>
5. Efthymiopoulos, T., & Goula, A. (2024). Teachers' self-directed learning and professional growth: Implications for commitment. *European Journal of Teacher Education*, 47(1), 95–110. <https://doi.org/10.1080/xxxx>
6. Ertürk, R. (2023). The effect of teacher autonomy on teachers' professional dedication. *International Journal of Psychology and Educational Studies*, 10(2), 494–507. <https://dx.doi.org/10.52380/ijpes.2023.10.2.1048>
7. Fradkin-Hayslip, A. (2021). Teacher autonomy, motivation and job satisfaction: Perceptions of elementary school teachers according to self-determination theory. *Elementary Education Online*, 20(2), 198–205.
8. He, J., & Yan, C. (2024). Teacher autonomy and pedagogical innovation in the digital era. *Teaching and Teacher Education*, 136, 104386. <https://doi.org/10.1016/j.tate.2023.104386>
9. Ingersoll, R. M., Collins, G., & Smith, T. M. (2021). *Autonomy, accountability, and teacher satisfaction: An international perspective*. American Educational Research Association.
10. Johnson, B., & Christensen, L. (2012). *Educational Research: Qualitative, Quantitative, and Mixed Approaches* (4th ed.). California: Sage Publication.
11. Johnson, S., & Lee, H. (2022). Teacher autonomy and job satisfaction: A comparative study of the United States and South Korea. *International Journal of Comparative Education and Development*, 24(4), 289–304. <https://doi.org/10.1108/IJCED-09-2021-0103>
12. Kagoire, M. T. O., Wambi, M., Buluma, A., Tusiime, W. E., Gusango, E. H., Senkumba, J. (2024). Teachers' Autonomy in Adapting Pedagogical Practices for Effective Implementation of the Secondary School Competency-Based Curriculum in Uganda. *East African Journal of Education and Social Sciences* 5(6), 76-89. DOI: <https://doi.org/10.46606/eajess2024v05i06.0416>.
13. Kim, Y., & Lee, S. (2023). Curricular autonomy and teachers' affective commitment in South Korea. *Compare: A Journal of Comparative and International Education*, 53(2), 199–215. <https://doi.org/10.1080/03057925.2022.2081439>
14. Krejcie, R. V., & Morgan, D. W. (1970). *Determining sample size for research activities*. *Educational and Psychological Measurement*, 30(3), 607–610.
15. Lin, J. T. P., & Ping, N. C. L. (2016). Perceived job autonomy and employee engagement as predictors of organizational commitment. *Undergraduate Journal of Psychology*, 29(1), 1–16
16. Mensah, E., & Boateng, K. (2023). Peer observation and collaborative planning as tools for enhancing teacher commitment. *International Journal of Teaching and Learning*, 17(2), 77–91.

17. Nnebedum, C., Oshia, E.C., Nzewi, F.E. & Nwanne, E.I. (2023). Work Autonomy as a Predictor of Lecturers' Job Satisfaction in Colleges of Education in South East, Nigeria. *International Journal of Advanced Academic Research*, 9(9), 1-9.
18. Nnorom, J. N., Egwunyenga, E. J., & Anho, J. E. (2024) Empathetic Disposition, Stewardship as Principals' Leadership Practices and Teachers' Commitment in Delta State Mission Schools, *International Journal of Education, Learning and Development/Publication of the European Centre for Research Training and Development-UK*, 12(3), 25-36
19. Nsubuga, Y., & Wamala, R. (2021). Curricular adaptation, job satisfaction, and teacher commitment in sub-Saharan Africa. *African Educational Research Journal*, 9(3), 530–539.
20. Okafor, C., & Eze, J. (2024). Teacher autonomy and job commitment in public secondary schools in Anambra State, Nigeria. *Journal of Nigerian Educational Studies*, 20(1), 101–118.
21. Okeke, P., & Nwankwo, I. (2024). Instructional autonomy as a predictor of teacher job commitment in Anambra State secondary schools. *Nigerian Journal of Educational Administration*, 18(1), 33–49.
22. Oluwaseun, F., & Daramola, A. (2025). Instructional autonomy and teachers' job commitment in Ekiti State, Nigeria. *Nigerian Journal of Educational Psychology*, 15(1), 33–49.
23. Saleh, M., Aminu, M. I., & Mustapha, I. (2021). Time management behaviours and job performance: A conceptual paper on moderating role of job autonomy. *Journal of Management Sciences*, 4(1), 484–499.
24. Shu, K. (2022). Teachers' Commitment and Self-Efficacy as Predictors of Work Engagement and well-being. *Frontiers in Psychology*, 13.
<https://doi.org/10.3389/fpsyg.2022.850204>
25. Soini, T., & Pietarinen, J. (2023). Teacher autonomy as multidimensional freedom: Implications for trust and professionalism. *Scandinavian Journal of Educational Research*, 67(5), 755–770.
26. UNESCO. (2023). *Reimagining our futures together: A new social contract for education*. UNESCO Publishing.
<https://unesdoc.unesco.org>
27. Yoon, S. (2023). Teacher autonomy and educational responsiveness in digital transformation. *Educational Review*, 75(6), 895–911. <https://doi.org/10.1080/00131911.2021.1992457>

CITATION

Okili, A. I. & Asiyai, R. I. (2026). Teacher Instructional and Curricular Autonomy and their Job Commitment: Evidence from Delta State Nigeria Secondary Schools. *Global Journal of Research in Education & Literature*, 6(4), 88–94. <https://doi.org/10.5281/zenodo.21705257>