



THE MODERATING EFFECT OF GENDER ON BASIC PAY EQUITY AND EMPLOYEE COMMITMENT IN LAGOS STATE NIGERIA

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Abstract

This study investigates the moderating effect of gender on the relationship between perceived basic pay equity and employee commitment among teachers in private primary and secondary schools in Ojo Local Government Area of Lagos State, Nigeria. Despite extensive research on compensation and commitment, limited attention has been given to how perceptions of internal and external pay equity influence the multidimensional nature of employee commitment—affection, normative, and continuance—particularly across gender. Adopting a descriptive, quantitative, cross-sectional survey design, primary data were collected from 104 teachers selected from six private schools using structured questionnaires. Data were analyzed using descriptive statistics, reliability tests, and multiple regression analysis with interaction terms to examine moderating effects. The findings reveal that perceived internal pay equity does not significantly influence affective commitment, while perceived external pay equity has a significant positive effect, particularly among female teachers. Furthermore, both internal and external pay equity significantly influence normative commitment, with stronger effects observed among male teachers. In terms of continuance commitment, internal pay equity exerts a stronger influence on female teachers, whereas external pay equity has a greater impact on male teachers. Overall, gender significantly moderates the relationship between pay equity perceptions and certain dimensions of employee commitment. The study concludes that pay equity perceptions play a critical role in shaping employee commitment in the private education sector, with notable gender-based differences. It recommends that school management implement fair and competitive compensation structures, alongside non-monetary incentives, to enhance commitment and reduce turnover among teachers.

Keywords: perceived basic pay equity, employee commitment, gender, private schools, Nigeria

1. Introduction

The Nigeria educational system is currently experiencing proliferation of private own primary and secondary schools (Angwaomaodoko, 2024). This is attributed to some factors which has made private schools a most preferred option for parents. This surge in the establishment of private own schools has also open up the sector to be one of the largest employers of labour. As graduate and secondary school leaving certificate holders who could not secure desired employment settle for a teaching job in a private primary or secondary school close by. However, the basic pay of these teachers is low.

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Angwaomaodoko (2024) noted that there exist high-cost private schools that can afford high basic pay because of their environment and tuition that they charge but not all parent can afford them. He also noted that there exist low-cost private schools too which form the majority springing up in every corner of the country. The private school industry is one sector that is suffering consistent turnover of employees (Uke et al., 2024). After the covid 19 findings have it that a large number of private school teachers did not return to their jobs (Uke et al., 2024).

As noted by Beyioka et al. (2024) a successful educational system needs a consistent, committed and happy workforce. It is therefore imperative for private schools to ensure a highly committed workforce which is affectively committed as the profession itself is intrinsically tied to passion and affection, so as to ensure adequate service delivery. The researcher also discovers that most of the private primary and secondary schools within his neighborhood are experiencing spontaneous resignation of some of their subject and class teachers. This could be a reason for poor performance of students from these private schools. Hence the need to investigate possible factor that will ensures commitment of these employees in this sector.

Employees' commitment which according to Allen and Meyer (1997) could be Affective, Normative and Continual have been discovered by scholars to relate positively with other work outcome such as employees' performance, innovation, and retention (Kim, 2014; Odoardi et al., 2019; Mohammad, 2023). Organisations need to maintain a high level of employees' commitment in order to ensure organizational success. However, amidst these three components of commitment as described by Allen and Meyer (1991, 1997), affective commitment is that form of commitment that engages the emotion of the employee. Thus, Allen and Meyer (1997) describe affective commitment as an employee's emotional attachment, identification with and involvement in the organization (Mohammad, 2023).

Studies also have it that one factor among others that relates and contributes positively to employees' commitment is employees' Perceived Basic Pay Equity (Mohammad, 2023; To & Huang, 2022; Khaola & Rambe, 2021; Suifan, 2020; Buttner & Lowe, 2017). Hence as employees have a positive perception of their basic pay, it relates positively with their commitment towards the organization. These studies therefore posit that in order to ensure employees affective commitment; employers should ensure Basic Pay Equity both internally and externally. Basic pay equity is internally conceived as the extent to which an employee perceives that what he is being paid is equitable when compared to others working in same organization. While basic pay equity externally refers to an employee's perception that his salary is equitable when compared with those working for other organizations especially within same industry (Mohammad, 2023).

A good number of researches have been conducted examining the relationship between pay and employees commitment. However few studies exist that has examined basic pay equity perception of employees in relation to employees' commitment. Recent studies such as Alamelu et al. (2015), Dunmade et al. (2020), Achim et al. (2020), Odunayo (2022), Khaily and Ibrahim (2023), James et al. (2024) examined the correlation between pay equity and commitment but failed to reveal the actual (significant) relationship of basic pay equity with each of the dimensions of employees' commitment.

Mohammad (2023) who recently carried out similar study, only investigate the affective dimension of employee's commitment thereby leaving out the normative and

continual as opposed to the traditional view that every dimension of commitment has its own contribution toward the overall performance. The researcher also discovered these studies did not separate the perception of males from females, as some studies have suggested that male and female perceive pay equity differently. This study therefore aims at investigating the effect of perceived basic pay equity on employee commitment among male and female teachers of selected private schools in Ojo Local government, Lagos state.

The study aims at answering the following research questions:

1. To what extent does Perceived Internal Basic Salary Equity affect the Affective Commitment of male teachers than female teachers of selected private schools in Ojo local government?
2. What degree of effect does Perceived Internal Basic Salary Equity has on the Normative Commitment of male and female teachers of selected private schools in Ojo local government?
3. How much effect does Perceived Internal Basic Salary Equity has on Continual Commitment of male teachers' more than female teachers of selected private schools in Ojo local government?
4. How significantly does Perceived External Basic Salary Equity affect the Affective Commitment of male teachers' more than female teachers of selected private schools in Ojo local government?
5. To what extent does Perceived External Basic Salary Equity significantly affects the Normative Commitment of male teachers than female teachers of selected private schools in Ojo local government?
6. What degree of effect does External Basic Salary Equity significantly has on Continual Commitment male and female teachers of selected private schools in Ojo local government?

The general objective of this study is to investigate the effect of basic pay equity on employees' commitment among male and female teachers of selected private schools within Ojo Local government of Lagos state, Nigeria. While the specific objectives are to:

1. Examine if Perceived Internal Basic Salary Equity has an effect on affective commitment of male and female teachers.
2. Investigate the extent to which Perceived Internal Basic Salary Equity affects normative Commitment of male and female teachers.
3. Examine if Perceived Internal Basic Salary Equity has an effect on continual commitment of male and female teachers.
4. Examine if Perceived External Basic Salary Equity has an effect on affective commitment of male and female teachers.
5. Investigate the extent to which Perceived External Basic Salary Equity affects normative Commitment of male and female teachers.
6. Examine if Perceived External Basic Salary Equity has an effect on continual commitment of male and female teachers.

The study aims at testing the following hypothesis:

H₁: Perceived Internal Basic Salary Equity has a significantly stronger effect on the Affective Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

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H₂: Perceived Internal Basic Salary Equity has a significantly stronger effect on the Normative Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

H₃: Perceived Internal Basic Salary Equity has a significantly stronger effect on the Continuance Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

H₄: Perceived External Basic Salary Equity has a significantly stronger effect on the Affective Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

H₅: Perceived External Basic Salary Equity has a significantly stronger effect on the Normative Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

H₆: Perceived External Basic Salary Equity has a significantly stronger effect on the Continuance Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

2. Literature Review

Perceived Internal Basic Salary Equity (PIBSE) And Perceived External Basic Salary Equity (PEBSE)

The equity theory as propounded by Stacy Adams (1963, 1965) posit that employees intelligibly process a perceived ratio of outcomes that they receive from their job and compares it with their input to the job and compares this ratio to that of other employees. In assessing this ratio, the outcome includes status, recognition, promotion, job security, fringe benefits and basic salary which is the peculiar focus of this study (Mohamed, 2023).

While the input includes but not limited to qualification, skills, experience, job effort and working hours. This could be assessed internally which involves employees working for the same organisation or externally which involve employees working for other organisations. This study therefore considers PIBSE as the extent to which the employee perceives that his/her salary is equitable compared to another employee in the same organisation. While PEBSE is conceived as the extent to which the employee perceives that his/her basic salary is equitable when compared to other employees in another organisation.

In the opinion of Adams (1963, 1967) all employees desire to be treated equitably. However, other scholars of organizational behaviour have a different perception. For instance, Huseman, Hatfield and Miles (1987), proposed that individual respond to equity differently, they came up with an “equity sensitivity” construct which identified three different types of people based on their responses or preference to equity. These are; the benevolent, entitle and equity sensitive.

Internal Equity

Internal equity is the relative fairness of the pay for different types of jobs within one organization (Mourad, 2023). Internal equality exists when a company’s pay practices reflect the true value of each position inside the organization. This is determined by the employer’s assessment of the significance of the task accomplished. However, before assessing the value of each position, an organization must first identify the work-related characteristics that will be used to determine compensation levels – in other words,

compensable factors (Mourad, 2023). Here are some examples of compensable elements that are commonly employed in lower-level jobs: physical demands, responsibility, accountability for others' safety, supervisory or managerial responsibilities, working circumstances, health threats, social contact, and manual dexterity (Torre et al., 2015; Sady & Hanvey, 2018).

In a large or complicated organization, determining the comparative internal worth of positions can be challenging. Job evaluation methods are frequently used to create a job ladder that reflects the relative value of jobs based on ability, efforts, responsibilities, and working conditions. Several ways to job appraisal have been developed (Murphy, 2020; Romanoff et al., 1986): (1) total job grading, (2) categorization, (3) point components, (4) factor comparability, (5) slotting, and (6) rated surveys. It should be remembered that all techniques for job evaluation are subjective, whether a business adopts a thorough and disciplined strategy or a very basic one. For their correctness, they rely on management judgment, and for their applicability, they rely on management commitment (Prajapati et al., 2020).

External Equity

External equity is the fairness of the pay for a specific job in an organization compared to the pay for similar jobs in other organizations in the relevant labor market (Mourad, 2023). When a company provides a wage rate comparable to rates in external labor markets, this is known as external equity (Torre et al., 2015). Assessing the pay structures in the relevant labor markets is necessary for determining external equity. However, there is no such thing as a unified labor market for a specific job (Ahn & Hamilton, 2022).

Because supply and demand fluctuate so much between markets, wages vary widely (Azar et al., 2020). Geographical position, industry sectors, union status, size of the organization, product competition, company prestige, available workforce experience and education level, and job-specific licensing or certification requirements all contribute to salary disparities between markets (Romanoff et al., 1986; Sady & Hanvey, 2018).

A mix of these factors influences the labor market for a given job. To ensure accurate external salary comparisons, employers should define the right markets carefully (Prager & Schmitt, 2021). Wages may be greater than necessary if the market is narrowly defined (Strah et al., 2022). If a corporation with two sites, for example, bases its pay practices primarily on an urban labor market, it may establish salaries for its rural areas that are unreasonably expensive. On the other hand, defining the markets too widely may lead to a company setting pay too low to attract and maintain qualified people (Torre et al., 2015).

Employees' Commitment

Employees' commitment has been widely measured in diverse literatures and by various scholars using the Alien and Meyer organisational commitment model (1991, 1997). The model conceived commitment to have three components which are affective, normative and continuance. Alien and Meyer (1991) as cited by Mohamed (2023) defined commitment as the psychological state of an employee towards his/her organisation. Hadi and Tentama (2020) opined that employees' commitment is shown by employees' loyalty and care, willingness to achieve organisational objectives, values and ethics. It also connotes employee's eagerness to be sincerely involved in organisational management.

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Employee commitment is conceived as a prominent factor among others that determines productivity (Agung & Lussy, 2012).

Affective Commitment

According to the model by Allen and Meyer (1991, 1997), this is when an employee embraces fully the organisational norms, values and goals. This is the state of high emotional involvement by the employee in the affairs of the organisation. It is also described as the employee feeling personally responsible for the organisational failure and success (Hadi & Tentama, 2020). Studies have it that employees with high affective commitment often display a positive attitude and are always willing to stay with the organisation.

Continuance Commitment

This conceives that the employee relates with the organisation as a result of what they receive in return for their work such as salaries, benefits, associations, etc. also employees consider the risk they might experience if they leave the organisation. Employees are eager to remain and work with an organisation rendering their best effort only as long as the reward given is in commensurate with their expectations. This component of commitment conceives that work is done in accordance with the result obtained and the employee feel they really need to get the job done.

Normative commitment

This connotes the membership of an employee in an organisation due to the expected standard of behaviour and social norms; thus, the worker works just for compliance formality. This form of commitment is induced by the workers moral feeling of obligation to continue his/her employment in the organisation (Mohammed, 2023). In this case the employee remains in the organisation because he needs to.

Pay Equity and Employees' Commitment

The association between pay equity and employees' commitment can be explained by the equity theory (Adams, 1965) and the relative deprivation theory (Crosby, 1976). The equity theory proposes that an employee tends to calculate a ratio of outcomes to inputs and compares it to that of a reference. According to this theory, employees perceive inequality and experience discontent if their ratio is lower than that of the relevant person. Building on this theory, it is argued that employees who feel underpaid tend to experience distress, deprivation, and feelings of being defrauded, which lowers their commitment to the organizations (Buttner & Lowe, 2017).

In reverse, when employees feel they are equitably paid, they are more likely to experience happiness and fairness and, thus, greater employees' commitment. Moreover, the relative deprivation theory can also explain the link between the exogenous and endogenous variables of this study. According to this theory, an individual's relative deprivation is defined as "resentment arising from the belief that one is deprived of a desired and deserved outcome compared to some referent" (Callan et al., 2015).

Based on this theory, Cowherd and Levine (1992) proposed that huge pay disparities between employee groups would be viewed as inequitable or unfair, which would have unfavorable attitude and behavioral repercussions. Therefore, if employees perceive pay inequity (underpaid), they will feel relatively deprived, resulting in resentment, perceptions of unfairness, dissatisfaction, anger, unhappiness, and injustice, thereby undermining their commitment to the organization (Buttner & Lowe, 2017). Many previous studies have also explored a positive association between pay equity and

employees' commitment in various settings (Buttner & Lowe, 2017; Chai et al., 2020; EIDin & Abd El Rahman, 2013).

The Moderating Effect of Gender on the Impact of Perceived Basic Pay Equity on Employees' Commitment

The rationales for hypothesizing that gender moderates the effect of perceived basic pay equity on employees' commitment are based on the existing positions that firstly there is empirical evidence that men and women exhibit different equity sensitivity levels. According to Kahn et al. (1980), due to different interaction objectives, while females are more concerned about interpersonal success, males tend to be more concerned about competitive success.

As per Witt and Nye (1992), this difference leads to females placing more emphasis on equality, and males placing more emphasis on equity. In this context, equality in the workplace refers to distributing resources equally among employees disregarding their individual inputs, while equity signifies the distribution of resources in direct proportion to individual inputs (Brockner & Adsit, 1986).

The second rationale for hypothesizing a moderating role of gender in the perceived basic pay equity and employees' commitment link is that there has also been empirical evidence that the importance of the job's financial aspects to the employee varies by gender. Due to psychogender and cultural factors, men and women demonstrate dissimilar work-related interests. For example, Hofstede (2001) proposes that while the primary concerns of men are earnings, promotion, responsibility and autonomy, women on the other hand tend to place more emphasis on issues like social networking, task significance and job security.

In line with Hofstede & Vaskova (2006) reported that male employees exhibited more response to "instrumental motivators" that covered basic salary and bonuses, while female employees exhibited more response to "softer issues" such as inter-personal relations and work family reconciling human resource practices. Additionally, research has been consistently reporting that male employees are more prospective to negotiate for higher salaries (Arnania-Kepuladze, 2010; Leibbrandt & List, 2014).

Theoretical Review

The Equity Theory

The equity theory propounded by Adams (1965) is quite an established theory that proposes that people who feel they are receiving enough compared to another doing the same quantity of work may feel under benefitted, while people who feel they are receiving too much compared to another doing same quantity of work may feel over benefitted. The major thrust of the theory is that payment should be considered fair if the payment for work done is perceived to be comparable to the ratio of payment of work done for others.

Chen et al. (2023), argued further that the equity theory suggests that individuals are likely to compare their own inputs and corresponding outcomes with other individuals, resulting in the formation of their own perceptions of fairness (Adams, 1965). Examples of inputs include loyalty, commitment, experience, skills, and flexibility, while examples of outcomes include remuneration, development, benefits, reputation, enjoyment, and rewards (Ngo-Henha, 2017). Individuals who experience unfairness at the workplace are more likely to be de-motivated and eventually yield lower inputs or seek changes. On the other hand, objective evaluation of the work performance would ensure fairness and yield

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higher inputs; knowing that good performance is rewarded, employees would work harder to be rewarded (Adams, 1965).

Social Exchange Theory

Social exchange theory suggests that a relationship is determined by benefits and costs to an individual (Eugene & Nor, 2011). In other words, a relationship depends on the perceptions of the balance between the effort poured into the relationship (cost) and what is acquired out of it (benefits). Thus, the relationship is believed to be strong and committed if the benefits outweigh the costs (Thanuja et al., 2016). According to Masterson, Lewis, Goldman, and Taylor (2000), employees can form social exchange relationships with their supervisors or their organisations. For example, employees will contribute to the organisation when they are satisfied with it and consider leaving when they are not (Rhoades et al., 2001).

Gender role theory

This study seeks to extend the social exchange theory and the equity theory perspective by integrating it with gender role theory to predict that men are likely to respond more strongly than women in their perception of Pay Equity and its effect on employees' commitment as a result of the societal pressures to fulfill the traditionally masculine role of breadwinner, men more than women respond more to pay equity hence they pursue occupations providing high levels of earnings and earnings growth (Ochsenfeld, 2014). On the other hand, due to societal pressures to fulfill the expectations of stereotypical femininity (Fiske et al., 2002), women more than men value working with people and helping others in the workplace (Konrad et al., 2000) hence the high population of female teachers in private schools than male.

Given the pressures on men to serve as breadwinners for the family, women have more of a tendency to withdraw from a paid work role should the employment relationship become unrewarding or onerous. Women are less likely than men to be judged as failing to fulfill their employment responsibilities if they decide to reduce their work hours or withdraw from the labor force to fulfill their family responsibilities, and instead are judged on their fulfillment of the motherhood role (Kaufman and Uhlenberg, 2000).

In sum, feminine gender role tends to pull women away from employment, leading them to experience less pressure to stay in an unrewarding job. Because masculine gender roles tend to tie men to paid employment, such that they may experience sanctioning if they decide to leave a paid job, this paper is therefore investigating the extent to which male and female teachers' employees' commitment is affected by their basic pay equity perception having in mind the societal expectations and roles. The study assumes that basic pay equity perception of male teachers of private schools have a significant effect on their job commitment more than their female counterpart.

Empirical Review

Perceived Internal Basic Pay Equity and Employees' Commitment

Yaldez et al. (2013) who conducted a study investigating the perceived internal basic pay equity and job commitment among nurses in Egypt discovered that there was a positive significant correlation between payment and normative commitment, as well as, total level of commitment. They attribute their findings to the nature of employment and recruitment systems in Egypt, especially in Governmental organizations, where the employees are tenure, who could not leave the organization at any time, that's why even when nurses are dissatisfied with their current job they cannot leave it.

A study conducted by Aimon et al. (2024) among 30 bankers in Pakistan discovered a significant relationship between basic pay equity and employee commitment. However, the study did not dimensionalise basic pay equity as internal and external dimension but the research items reveal that the internal dimension of basic pay equity was the point of study.

Siddikur et al. (2023) in their study among faculty in universities in Bangladesh discovered that perceived basic pay equity significantly predicts employees' commitment. In particular, internal basic pay equity positively and significantly impacts affective and normative commitments. The study also discovered a favorable relationship between internal basic pay equity and continuance commitment. However, the study found no significant impact of internal pay equity on continuance commitment. This they attributed to the pay system adopted by the organisation under study.

Perceived External Basic Pay and Employees' Commitment

Siddikur et al. (2023) in their study among faculty in universities in Bangladesh discovered also discovered a significant positive effect of external pay equity on affective and continuance commitment. The study did not find a relationship between normative commitment and external basic pay equity. Also, the external basic pay equity does not impact normative commitment in the university setting probably because the faculty members who work in educational institutions grow emotionally attached to their students and the support staff. Besides, there may be some job characteristics in their current organization that the person values most.

A study by Eirna et al. (2018) in their study among hospital employees in Yogyakarta discovered that Perceived External basic pay equity has a significant positive influence on employees' commitment. Their findings further discover that basic pay equity variable contributes to the Organizational Commitment of 27.5%, while the rest of 72.5% is explained by other factors not analyzed in this study.

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Conceptual Framework

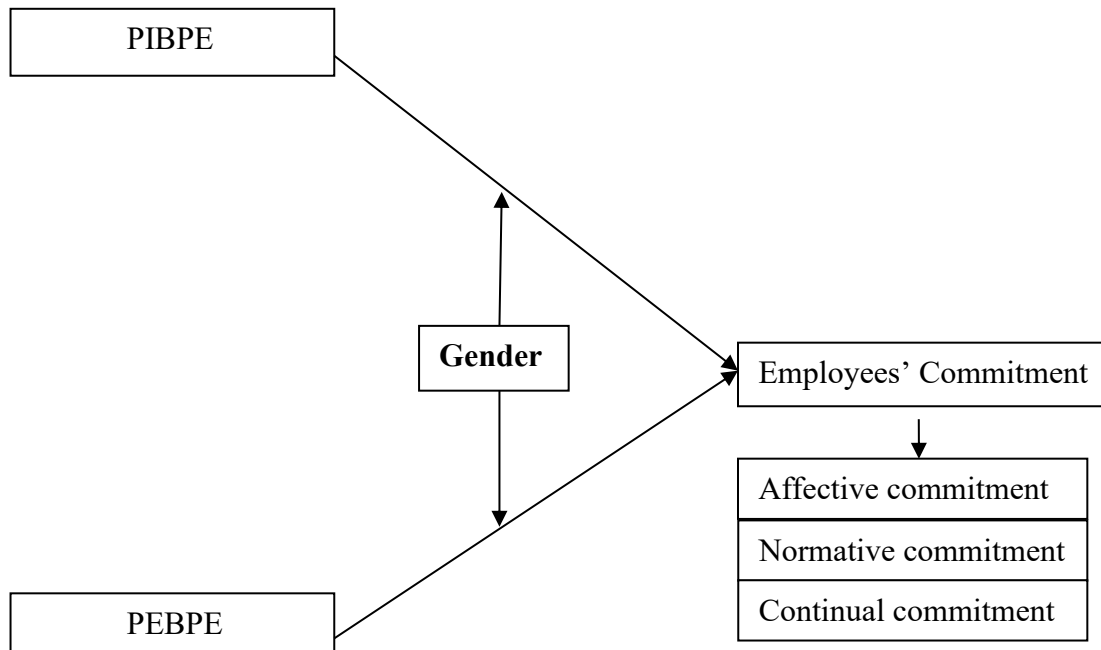


Figure 1: conceptual model showing the moderating effect of Gender on Basic Pay Equity and Employees' commitment

PIBPE stands for Perceived Internal Basic Pay Equity

PEBPE stands for Perceived External Basic Pay Equity

3. Research Methodology

Research Design

The study adopts a descriptive and a quantitative approach, it uses cross section field study to generate it primary data. The justification for adopting a survey research design is that the study focused on collection and analyzing of data from identified population through well designed and structured questionnaire thereby enabling the researcher to interview a large number of respondents within the limited time.

Population

The population of this study comprises of teachers from six conveniently selected schools in Ojo local government area. The researcher chose this geographical area firstly because of his personal experience serving as a teacher in this area for over a decade; also, more attention has been drawn to private school teachers' income in this area as it has become a national affair as stated in the vanguard newspaper metro news of Tuesday 16th of April, 2024. The schools selected include; Kingdom Heritage Model School, Cradle Saint Nursery and Primary School, Micco Comprehensive College, Tosvvi Precious School, Emacus Academy and Chi Blessed School.

Sample Size and Sampling Technique

The study adopts the census sampling technique as the total population of teacher in these private schools was not over 40. The justification for choosing this technique is that it enables the researcher to administer the data collection instrument to all available respondents.

Data Collection Instrument

The data needed for the present study were gathered using a face-to-face, self-report questionnaire survey. The questionnaire started with a guarantee of confidentiality and anonymity to reduce the bias that may result from socially desirable responses. The questionnaire comprised two sections. The first section comprised the demographic items (gender, age, educational qualification and tenure with current employer). The second involved the items for measuring Pay Equity and Employees' Commitment. The total number of questionnaires received was 116. This number was reduced to only 104 complete, usable questionnaires. Responses were obtained using a five-point Likert scale, where 5 = "Strongly Disagree", 4 = "Disagree", 3 = "Undecided", 2 = "Agree" and 1 = "Strongly Agree".

Table 1

Showing Number of Distributed, Retrieved and Useable Questionnaire

S/N	School	Questionnaires Administered	Questionnaires Retrieved	Questionnaires fit for use	Unfit Questionnaire
1.	KHMS	50	45	39	6
2.	CSNP	15	15	14	1
3.	MCC	35	28	25	3
4.	TPS	25	16	16	0
5.	EA	10	2	2	0
6.	CBS	12	10	08	2
7.	Total	147	116	104	12

Source: Researcher, 2026

Measurement of Variables

Dependent variables

Employees' commitment was measured using the Organizational Commitment Questionnaire (OCQ) created by (Mowday et al., 1979). The scale consisted of four items measuring Affective commitment, four items measuring Normative commitment and five Item measuring Continual commitment each of which prompted the respondents to rate their agreement with a statement. Scores for the items in each dimension of employees' commitment were then averaged to obtain an overall score for each dimension, where a higher score signifies higher commitment.

Independent variable

PIBPE was measured using Jun et al. (2006) perception of internal salary equity scale. The scale consisted of three items. Each item asked the respondents to rate their agreement with a statement denoting that they receive a fair salary as compared to input. Responses were obtained using a five-point Likert scale as earlier stated. Scores of the

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three items were then averaged to calculate an overall PIBPE score, where a higher score indicates higher PIBPE.

Similarly, PEBPE was measured using the Sudhashini et al. (2016) perception of external salary equity scale. The scale consisted of three items, each of which probed the respondents to rate their agreement with a statement denoting that they receive a fair salary as compared to employees working for other organizations. Responses were also obtained using a five-point Likert scale. Scores of the three items were then averaged to calculate an overall PEBPE score, with a higher score designating higher PEBPE.

Moderator

Gender was measured using one item prompting the respondents to indicate their gender (male or female). In the analysis, gender was dummy-coded, with 0 assigned for “female”, and 1 assigned for “male”.

4. Results and Discussions

Descriptive Statistics

The researcher initially calculated the descriptive statistics (mean, standard deviation, skewness and kurtosis) for PIBPE, PEBPE, AC, NC and CC. Afterwards; the researcher assessed the reliabilities of the PISE, PESE, AC, NC and CC scales using Cronbach’s alphas. Next, the hypotheses were tested using linear regression with SPSS version 20. The hypotheses were tested based on the signs and statistical significances of the regression weights of PIBPE, PEBPE, PIBPE*gender and PEBPE*gender, respectively. Since for the variable gender, the response “female” is coded 0, and the response “male” is coded 1, then a statistically significant positive regression weight of any of the interaction terms stated above would indicate that the relationship between PIBPE or PEBPE and the dependent variable is stronger among males Frazier et al. (2004).

Table 2

Descriptive Result

	N	Mean	Std. Deviation	Skewness	Kurtosis		
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Internal Equity	104	2.2756	.91073	.808	.237	.525	.469
External Equity	104	2.2596	1.04686	.826	.237	-.024	.469
Affective	104	3.5481	.82371	-.411	.237	.116	.469
Normative	104	2.2163	.78754	.273	.237	-.208	.469
Continual	104	3.0000	.74625	-.008	.237	-.074	.469
Valid (listwise)	N 104						

Source: Researcher, 2026

Table 3
Correlations

		CHIEBP	CHEEBP
CHIEBP	Pearson Correlation	1	.231**
	Sig. (2-tailed)		.132
	N	104	104
CHEEBP	Pearson Correlation	.231**	1
	Sig. (2-tailed)	.132	
	N	104	104

Source: Researcher, 2026

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 and 3 reveals the descriptive statistics and Pearson correlations. As shown in Table 2, none of the skewness or kurtosis statistics is greater than 3.00 in absolute value, indicating that all the variables are normally distributed. Further, PIBSE and PEBSE exhibit negative correlation which indicates the absence of a multicollinearity problem (Khalifa, 2023).

Table 4
Showing Respondent's Demography

Demographic	Categories	N	%
Gender	Male	25	24%
	Female	79	76%
Age	Below 30	29	27.9%
	30 – 40	58	55.8%
	41 – 50	13	12.5%
	51 – 60	1	1.0%
	61 and above	3	2.9%
Marital Status	Single	53	51%
	Married	45	43.3%
	Others	6	5.8%
Higher level of Education	O Level	9	8.7
	NCE	46	44.2
	ND	9	8.7
	HND	15	14.4
	Bachelor's Degree	23	21.1
	Masters Degree	2	1.9
Years of Teaching in your current School		23	22.1
	5 - 10years		
	11 - 15years	40	38.5
	16 - 20years	36	34.6
	Above 20years	5	4.8

Source: Researcher, 2026

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Table 5

Reliabilities of the Scales

Variable	No of item	Cronbach's alphas
Internal equity	3	0.742
External Equity	3	0.732
Affective	4	0.767
Normative	4	0.752
Continual	5	0.783

Source: Researcher, 2026

Each of the scales used in the present study exhibited acceptable reliability, where the Cronbach's alphas for the Affective commitment, Normative commitment, Continual commitment scale, the Internal Basic salary scale, and the External Basic salary scale all exceeded 0.70

TEST OF HYPOTHESIS

Hypothesis one: Perceived Internal Basic Salary Equity has a significantly stronger effect on the Affective Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

Table 6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1	df2	Sig.	F Change
1	.082 ^a	.007	-.003	.82491	.007	.698	1	102	.405	
2	.096 ^b	.009	-.010	.82800	.002	.242	1	101	.624	

Source: Researcher's Output, 2026

a. Predictors: (Constant), Internal Equity

b. Predictors: (Constant), Internal Equity _Gender

Table 7

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	3.378	.219		15.454	.000
	Internal Equity	.075	.089	.082	.836	.405
	(Constant)	3.375	.220		15.372	.000
2	Internal Equity	.149	.175	.164	.849	.398
	Internal Equity _Gender	-.040	.082	-.095	-.492	.624

Source: Researcher's Output, 2026

a. Dependent Variable: Affective Commitment

First, the researcher tested to determine if perceived internal basic salary equity has a significant effect on Affective commitment as reveal in coefficient table perceived internal basic salary equity has no significant effect on Affective commitment as the value of significance 0.405 which is >0.05 . The table also reveals the value of significance of the dependent and independent variable interacting with the moderator to be 0.624 which is >0.05 . And the standardized coefficient beta value is -0.095 is negative and the adjusted R shown negative interactions. The stated hypothesis is therefore rejected as the statistics reveals that perceived internal basic salary equity has no significant impact on the affective commitment of these private school teachers. And the moderator gender does have a significant influence on the interactions of these variables.

Hypothesis two: Perceived External Basic Salary Equity has a significantly stronger effect on the Affective Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

Table 8

Model summary

Model	R	Adjusted R Square	Std. Error of the Estimate	Change in R Square	Change in F	df1	df2	Sig.
1	.239 ^a	.057	.80380	.057	6.164	1	102	.015
2	.243 ^b	.059	.80682	.002	.240	1	101	.625

Source: Researcher's Output, 2026

a. Predictors: (Constant), External Equity

b. Predictors: (Constant), External Equity _Gender

Table 9

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	3.124	.188		16.593	.000
	External Equity	.188	.076	.239	2.483	.015
2	(Constant)	3.107	.192		16.169	.000
	External Equity	.271	.186	.344	1.458	.148
	External Equity _Gender	-.042	.086	-.116	-.490	.625

Source: Researcher's Output, 2026

a. Dependent Variable: Affective commitment

The above table reveals that perceived external basic salary equity has a significant positive effect on Affective Commitment of these teachers as the value of significance is 0.015 which is <0.05 . However, this effect is more on the female teachers than the male teachers as the value of significance is >0.05 and therefore not significant. As stated earlier that if the value of a statistically significant positive regression weight of any of the interaction terms would indicate that the effect of the independent on the dependent variable is stronger among males Frazier et al. (2004). Since the statistic value of

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significant is not significant is therefore reject the second hypothesis insinuating that the effect is more on the female than the male. The third hypothesis is therefore rejected.

Hypothesis three: Perceived Internal Basic Salary Equity has a significantly stronger effect on the Normative Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

Table 10

Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig.	F Change
1	.392 ^a	.154	.145	.72802	.154	18.528	1	102	.000	
2	.461 ^b	.212	.197	.70591	.058	7.492	1	101	.007	

Source: Researcher's Output, 2026

a. Predictors: (Constant), Internal Equity

b. Predictors: (Constant), Internal Equity _ Gender

Table 11

Coefficients^a

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
1	(Constant)	1.445	.193		7.489	.000
	Internal Equity	.339	.079	.392	4.304	.000
	(Constant)	1.462	.187		7.809	.000
2	Internal Equity	-.012	.149	-.014	-.079	.937
	Internal equity _gender	.192	.070	.472	2.737	.007

Source: Researcher's Output, 2026

a. Dependent Variable: Normative Commitment

The statistics reveals that PIBSE has a significant effect on NC as the value of significance is 0.00 which is very significant as it is >0.05. Also, the interaction with the moderating variable Gender is also very significant, with a value of 0.007 which is >0.05. this therefore implies that PIBSE has a significant effect on the male teachers more than the female teachers. The third hypothesis is hereby accepted.

Hypothesis four: Perceived External Basic Salary Equity has a significantly stronger effect on the Normative Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

Table 12*Model summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.261 ^a	.068	.059	.76397	.068	7.453	1	102	.007
2	.324 ^b	.105	.087	.75245	.037	4.148	1	101	.044

Source: Researcher's Output, 2026

a. Predictors: (Constant), External Equity b. Predictors: (Constant), External Equity _ Gender

Table 13**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	1.773	.179		9.908	.000
	External Equity	.196	.072	.261	2.730	.007
2	(Constant)	1.839	.179		10.262	.000
	External Equity	-.126	.173	-.167	-.726	.469
	External Equity _ Gender	.163	.080	.469	2.037	.044

Source: Researcher's Output, 2026

a. Dependent Variable: CHNC

The above statistics shows that PEBSE has a significant positive effect on NC with the value of significance at 0.007 which is >0.05 and the interaction with the moderator gender is also significant with the significant value of 0.04 which is >0.05 , thus implying that the effect of PESBE on NC is more on male teachers than the female teachers. The fourth hypothesis is therefore accepted.

Hypothesis five: Perceived Internal Basic Salary Equity has a significantly stronger effect on the Continuance Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

Table 14*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.374 ^a	.140	.132	.69540	.140	16.616	1	102	.000
2	.395 ^b	.156	.139	.69240	.016	1.886	1	101	.173

Source: Researcher's Output, 2026

a. Predictors: (Constant), Internal Equity

b. Predictors: (Constant), Internal Equity _ Gender

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Table 15

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.302	.184		12.492	.000
	Internal Equity	.307	.075	.374	4.076	.000
	(Constant)	2.294	.184		12.494	.000
2	Internal Equity	.479	.146	.585	3.275	.001
	internal equity_	-.094	.069	-.245	-1.373	.173
	Gender					

Researcher's Output, 2026

a. Dependent Variable: Continual commitment

The above table reveals that perceived internal basic salary equity has a significant positive effect on CC of these teachers as the value of significance is 0.000 which is >0.05 . However perceived internal basic salary equity has more effect on the CC of the female teachers more than the male teacher, hence the stated hypothesis is therefore rejected.

Hypothesis six: Perceived External Basic Salary Equity has a significantly stronger effect on the Continuance Commitment of male teachers than female teachers in selected private schools in Ojo Local Government Area.

Table 16

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.363 ^a	.132	.123	.69878	.132	15.469	1	102	.000
2	.409 ^b	.167	.151	.68765	.036	4.329	1	101	.040

Source: Researcher's Output, 2026

a. Predictors: (Constant), External Equity

b. Predictors: (Constant), External Equity _Gender

Table 17
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.415	.164		14.760	.000
	External Equity	.259	.066	.363	3.933	.000
	(Constant)	2.354	.164		14.373	.000
2	External Equity	.559	.158	.785	3.532	.001
	External Equity	-.152	.073	-.462	-2.081	.040
	Gender					

Source: Researcher's Output, 2026

a. Dependent Variable: Continual commitment

The above table reveals that perceived external basic salary equity has a significant effect on Continual commitment of these teachers as the value of significance is 0.00 which is >0.05 , it also reveals that perceived external basic salary equity has more significant effect on the Continual commitment of the male teachers than the female teachers, hence the stated hypothesis is b therefore accepted.

Discussion of Findings

First, the findings of this study suggest that perceived internal basic salary equity has no significant effect on the affective commitment of these teachers, neither is there any more significant effect more among the male or female teachers. Second, that perceived external basic salary equity has a significant effect on the affective commitment of these teachers; however, the effect is more on the female teachers than the male.

Third, that perceived internal basic salary equity has a significant effect on the normative commitment of these teachers with more effect on the male teachers than the female teachers. Fourth, perceived external basic salary equity has a significant effect on the normative commitment of these teachers with more of the effect on the male teachers than the female teachers. Fifth, that perceived internal basic salary equity has a significant effect on the continual commitment of these teachers with more effect on the female teachers than the male teachers and finally, that perceived external basic salary equity has a significant effect on the continual commitment of these teachers with more effect on the male teachers than the female teachers.

The first findings of this study negate the findings of Siddikur et al. (2023) earlier sited in this study who in their study discovered a positive significant effect of internal pay equity on affective commitment. The finding also poses against the postulation of the equity theory that perceived inequity will have it effect on the output of the employee. However, it also discovered that the affective commitment of these teachers is not affected by their internal equity perception.

Furthermore, the study discovered that the affective commitment of these teachers is significantly affected by external pay equity perception, thus this corroborates with the findings of Siddikur et al, (2023) and Eirna et al, (2018) and it support the main thrust of the equity theory and since the effect was more on the female teachers the gender role theory is adequately supported by this finding as it attribute more of the emotional attachment to the females than the male and affective commitment is that dimension of

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employee commitment that comprises more of emotional attachment hence the female teachers affective commitment were affected more by external basic salary equity than their male counterpart.

Furthermore, the discovered that both internal and external perceived basic salary equity has a significant effect on the normative commitment of these teachers and the male teachers are affected more, this finding support the findings of Yaldez et al, (2013), Aimon et al, (2024) and Siddikur et al, (2023) among others. The equity theory adequately supports the equity theory. Also, the finding support the gender role theory as it suggests that the society arrogate to men the responsibility of providing for the home, so their role make them more vulnerable to respond to inequity. Thus, this implies that male teachers in theses schools will be will to leave their employment in their present school if they perceive basic salary inequity and will be will to stay if the otherwise; this can be largely attributed to their societal gender role as opined by the gender role theory.

This study discovered that perceived internal basic pay equity has more significant effect on the continual commitment of female teachers than the male teachers and perceived external basic pay equity has more significant effect on the male teachers than the female teachers; thus female are more willing to continue to work in their present school if their perception of internal equity is positive and might consider the otherwise if negative but their male counterpart might not be influence by the internal equity perception but their external equity perception has a significant influence on their continual commitment. This finding however, support the position of the equity theory, the social exchange theory and it even support the findings of Yaldez et al. (2013), Eirna et al. (2018), Siddikur et al. (2023) and Aimon et al. (2024).

5. Conclusion and Recommendation

The findings of this study have important managerial implication for private school management. This finding largely explains the reason for the lesser number of male teachers in private schools when compared to the female teachers (why we have more female as teachers in private schools than male). It also explains why most male teacher have high turnover intention and actual turnover more when compared to the female teachers. The study therefore recommends the following:

1. A financial Benchmark for establishing private schools should be introduced by the government; this will reduce the proliferation of sub-standard private school; thus, a uniform pay policy can be introduced for all private school teachers knowing that any school that can meet the financial benchmark will have the ability to pay.
2. Subtle incentive should be introduced by school management to cover up for the gap created by perceived salary inequity.
3. Merging of smaller private schools should be encouraged by the government and the society so as to increase the schools financial base and general quality.
4. A trade union for private school teachers should be established so as to consistently represent their grievances, just has private school owners/proprietors have theirs.

A major limitation of this study is it adopts a convenient sampling approach in selecting the sampled schools, and as such, the findings can only be generalized to the population with great caution, however it is recommended to conduct a similar longitudinal study using a probability sample covering a good number of schools in Lagos state.

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