

Analysis of Secondary Schools Teachers' Commitment in Kwara State, Nigeria

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Abstract

The roles of teacher in a school setting is enormous and requires commitment only if the school goals would be achieved. This paper examined the commitment of secondary school teachers in Kwara State, Nigeria. Five objectives were stated which include teachers' commitment in the area of class attendance, lesson note preparation, students' extracurricular activities, students discipline and students' assessment. Population of the study comprised the entire 334 secondary school principals across the state while purposive sampling technique was used to select all the principals as respondents. Five research questions were raised and questionnaire was used to collect data while the data collected were analysed using descriptive statistics of percentage. The findings revealed that teachers' commitment in class attendance and preparation of lesson were always good while their commitment in extracurricular activities, students discipline and students' assessment were found to be moderately good. It was therefore recommended that teachers should sustain the tempo in the class attendance so as to guarantee the attainment of educational goals among others.

Keywords: Schools, Teachers, Commitment.

Introduction

Education is widely recognized as an indicator of national development. One of the basic purposes of education is to produce trained human resource, which can overcome development impediment of a given country. Teachers play an important role in educating the future members of the society through their works in schools. Teachers are dedicated professionals who have a lasting impact on students. According to Janelle (2018), the role of a teacher is to use classroom instruction and presentation to help students learn and apply concepts such as Mathematics, English, and Sciences. Teachers prepare lessons, guide papers, manage the classroom, meet the parent, and work closely with the staff. The role of a teacher is clearly more than just planning and executing lesson plans. In some cases, because the teacher spends so much time with the student, he or she can become the student's "Third Parent". In today's world the job of a teacher has increased drastically to the level of student counselling, and helping them learn how to use their knowledge and to integrate into their lives so that they can become valuable and useful member of the society.

Ordinarily, commitment means the state or quality of being dedicated to a course activity etc. According to Mel (2009) commitment evokes a strong sense of intention and focus. It is typically accompanied with by a statement of purpose or plan of action. Miller (2003), states that commitment is the state in which an employee identifies with a particular organization and its goals, and wishes to maintain membership in the organization. Commitment is a psychological attachment to an organization in which people give their loyalty to its values and goals. Teacher commitment is the emotional bond teachers demonstrate toward their works. Teacher commitment has been recognized as one of the most critical factors in effective teaching. Thereby, teachers with high level of commitment can make a difference to the learning and achievement of their students. Committed teachers are affiliated with the school they work for and they invest their time and energy in promoting their school. Teacher commitment is associated with creating an effective learning environment in which students enhance their abilities for greater achievement. Teacher commitment is an internal force that drives teachers to show enhanced job performance (Tsui & Cheng, 1999).

In the same vein, passion that committed teachers have, is caring and learning new things. Passion is motivation and seeking for the new. It is the inclination somebody shows towards an activity in which he/she invests time and energy (Carbonneau, Vallerand, Fernet & Guay, 2008). Learning, experiencing new things and passion are closely related to each other. Day (2004) states that passion is associated with hope commitment, caring and enthusiasm. Passion is a significant factor as it inspires and motivates teachers. Consequently, the factors influencing the levels of commitment of the teachers in schools and in the wider education systems must necessarily be the focus of an important

field of research leading to the introduction of reform and change with classroom, lecture theatres, school institutions, learning centres and national systems of education.

In addition, the commitment and effectiveness of teachers depend on their motivation, morale, and job satisfaction. This implies that teacher's job satisfaction and their commitment is an important phenomenon for general secondary school teachers, their employers and student at large. For the success of any organization, commitment and satisfied human resources are considered as the most important asset of an organization.

Statement of the Problem

It is obvious that the purpose of any educational institution is the production of skilful and useful citizens that will help in the political, social and economic development of the country. This can only be accomplished when the component of the educational system is in good condition. Among these components are viable, productive, functional, and committed teachers in the system. If the teachers are not committed to their job, it means that their morale is low and a lot of damage is looming to the skilled manpower supply (Naylor, 1999). It is disheartening seeing teachers showing lackadaisical attitude towards their works. It is obvious that basic schools across Kwara state are characterised by teachers who show no commitment to their works and this is manifested in their non-challant attitude towards lesson note preparation, class attendance, poor monitoring of pupils activities, poor teaching methods, absconding from duties and many other behaviours that negate the ethics of the profession.

It is however worth of note that the non-committed and satisfied teachers are the biggest danger as it could leads to inability to achieve school goals and objectives. According to Mwamwenda (2018), lack of teachers' job commitment results in frequent teacher absenteeism from school aggressive behaviour towards colleagues and learners, early exit from the profession and psychological withdrawal from the work. All of these negative results lead to poor quality teaching. Other studies showed that the lack of job satisfaction is often accompanied by feelings of gloom, despair, anger, resentment, and futility (Pinder 2008). Thus, the lack of job commitment has serious implication for the educational system. In addition, it seems that one of the prime factors that affect the achievement of educational objective of student is the scarcity of knowledgeable and committed teachers in schools which are needed in quality and quantity.

Purpose of the Study

The main purpose of the study is to analyze secondary school teachers' commitment in Kwara State. Specifically, other purposes are to:

- i. examine the attitude of teachers in Kwara state secondary schools towards classroom attendance;
- ii. examine the attitude of teachers in Kwara state secondary schools towards the preparation of lesson note;
- iii. examine the attitude of teachers in Kwara state secondary schools towards instilling discipline on pupils;
- iv. examine the attitude of teachers in Kwara state secondary schools towards extracurricular activities;
- v. examine the attitude of teachers in Kwara state secondary schools towards pupils' assessment.

Research Questions

The following research questions were raised to guide the study

- i. What is the attitude of teachers in Kwara state secondary schools towards classroom attendance;
- ii. What is the attitude of teachers in Kwara state secondary schools towards the preparation of lesson note;
- iii. What is the attitude of teachers in Kwara state secondary schools towards instilling discipline on pupils;
- iv. What is the attitude of teachers in Kwara state secondary schools towards extracurricular activities;
- v. What is the attitude of teachers in Kwara state secondary schools towards pupils' assessment?

Methodology

This study aims at analyzing teachers' commitment in Kwara state secondary schools, Nigeria. The study is further delimited to the identified variables such as attitude of teachers towards classroom attendance, preparation of lesson note, extracurricular activities, instilling discipline and pupils' assessment. The population of the study comprises the entire secondary schools in Kwara state. There are 334 secondary schools in the state. Purposive sampling method was employed to select all the 334 secondary school principals across the state. These principals responded to the questionnaires on the commitment of their teachers in their various schools. Likert rating scale of Always So (AS), Often So (OS), Rarely So (RO) and Never So (NS) was used to measure the level of responses given on the items. The validity of the instrument was established through face and content validity. This was done by giving copies of the draft questionnaire to expert in the field of educational test and measurement who peruse and offered useful suggestions that lead to the final production of the questionnaire. Test-retest method was adopted to ensure the reliability of the instrument used. In this case, copies of the questionnaire were given to some set of respondents and were re-administered after a period of three week while their responses were correlated and found to be reliable using Pearson moment correlation statistics. The data collected were analysed with the use descriptive statistic of percentage.

Results

Answering Research Questions

Research Question 1: What is the attitude of teachers in Kwara state secondary schools towards classroom attendance?

Table 1: Attitude of Teachers Towards Classroom Attendance

S/N	Statement	AS	OS	RS	NS
1	Teachers go to classroom regularly	156 (50.2%)	124 (39.9%)	31 (10.0%)	-
2	Teachers go to classes on time	61 (19.6%)	98 (31.5%)	117 (37.6%)	35 (11.3%)
3	Teachers fix classes during free period	90 (28.9%)	160 (51.4%)	31 (10.0%)	30 (9.6%)
4	Teachers organise extra classes for their students after the school hour	124 (38.9%)	124 (39.9%)	66 (21.2%)	-
5	Teachers always ensure that the scheme of work for every term is covered	121 (38.9%)	124 (39.5%)	66 (21.2%)	-
	Total Average	645 (41.48%)	625 (40.19%)	194 (12.48%)	91 (5.58%)

Source: Fieldwork, 2018

Results in Table 1 show the attitude of teachers in Kwara state secondary schools towards classroom attendance. To this, majority of the respondents (50.2%) supported the view that teachers go to classroom regularly. Teachers' fix classes during free period were confirmed by 51.4% of the respondents. Last but not the least, 38.9% of the respondents agreed that teachers always ensure that the scheme of work for every term is covered. Thus, out of a total of 1555 respondents to the questionnaire, 645 representing 41.48% agreed that attitude of teachers in Kwara state secondary schools towards classroom attendance was always encouraging.

Research Question 2: What is the attitude of teachers in Kwara state secondary schools towards the preparation of lesson note?

Table 2: Attitude of Teachers Towards the Preparation of Lesson Note

S/N	Statement	AS	OS	RS	NS
1	Teachers prepare lesson note for all their classes	189 (60.8%)	61 (19.6%)	31 (10.0%)	30 (9.6%)
2	Teachers prepare lesson note to cover all domains of learning	61 (19.6%)	189 (60.8%)	61 (19.6%)	-
3	Teachers consider individual differences in students while preparing lesson note	155 (49.8%)	92 (29.6%)	34 (10.9%)	30 (9.6%)
4	Teachers allocate appropriate time for each step while preparing lesson note	250 (80.4%)	-	61 (19.6%)	-
5	Teachers present their lesson in accordance with the lesson note prepared	124 (39.9%)	91 (29.3%)	65 (20.9%)	31 (10.0%)
	Total Average	779 (50.09%)	433 (27.85%)	252 (16.21%)	91 (5.85%)

Source: Fieldwork, 2018

Table 2 shows the attitude of teachers in Kwara state secondary schools towards the preparation of lesson note. Majority of the respondents (60.8%) supported the view that teachers prepare lesson note for all their classes, while 49.8% also supporting the view that teachers consider individual differences in students while preparing lesson notes. Last but not the least, 39.9% of the respondents agreed that teachers present their lesson in accordance with the lesson note prepared. In summary, out of a total of 1555 respondents to the questionnaire, 779 representing 50.9% agreed that attitude of teachers in Kwara state secondary schools towards the preparation of lesson note was always positive.

Research Question 3: What is the attitude of teachers in Kwara state secondary schools towards extracurricular activities?

Table 3: Attitude of Teachers' Towards Extra-Curriculum Activities

S/N	Statement	AS	OS	RS	NS
1	Teachers are always active in extra-curricular activities	60 (19.3%)	189 (60.8%)	31 (10.0%)	31 (10.0%)
2	Teachers always ensure that students engage in extracurricular activities that are meaningful.	60 (19.3%)	160 (51.4%)	30 (9.6%)	61 (19.6%)
3	Teachers take students out for excursion for better understanding of what is taught in the classroom	61 (19.6%)	159 (51.1%)	91 (29.3%)	-
4	Teachers see extra-curricular activities as a means of achieving school effectiveness	65 (20.9%)	91 (29.3%)	64 (20.6%)	91 (29.3%)
5	Teachers coordinate student properly during extra-curricular activities such as inter-house sport, quiz and debate	95 (30.5%)	154 (49.5%)	31 (10.0%)	31 (10.0%)
	Total Average	341 (21.93%)	753 (48.42%)	247 (15.88%)	214 (13.76%)

Source: Fieldwork, 2018

Table 3 shows the attitude of teachers in Kwara state secondary schools towards extracurricular activities. To this, majority of the respondents (60.8%) supported the view that teachers are always active in extra-curricular activities, while 51.1% also supporting the view that teachers take students out for excursion for better understanding of what is taught in the classroom. Last but not the least, 49.5% of the respondents agreed that teachers' coordinate student properly during extra-curricular activities such as inter-house sport, quiz and debate. Thus, out of a total of 1555 respondents to the questionnaire, 753 representing 48.42% agreed that attitude of teachers in Kwara state secondary schools towards extracurricular activities was moderately good.

Research Question 4: What is the attitude of teachers in Kwara state secondary schools towards instilling discipline in students?

Table 4: Attitude of Teachers' Towards Instilling Discipline in Students

S/N	Statement	AS	OS	RS	NS
1	Teachers always serve as role model	99 (31.8%)	151 (48.6%)	30 (9.6%)	31 (10.0%)
2	Teachers take time to teach student about moral	31 (10.0%)	120 (38.6%)	64 (20.6%)	96 (30.9%)
3	Teachers do correct any students discovered to misbehave	30 (9.6%)	121 (38.9%)	30 (9.6%)	130 (41.8%)
4	Teachers see character modelling as part of their responsibilities	30 (9.6%)	154 (49.5%)	31 (10.0%)	96 (30.9%)
5	Any erring students are usually punished to serve as deterrent to others	30 (9.6%)	160 (51.4%)	60 (19.3%)	61 (19.6%)
	Total Average	220 (14.15%)	706 (45.40%)	215 (13.83%)	414 (26.62%)

Source: Fieldwork, 2018

Table 4 shows the attitude of teachers in Kwara state secondary schools towards instilling discipline in students. Majority of the respondents (48.6%) supported the view that teachers always serve as role model, while 41.8% also supported the view that teachers do correct any students discovered to misbehave. Last but not the least, 51.4% of the respondents agreed that any erring students are usually punished to serve as deterrent to other. Thus, out of a total of 1555 respondents to the questionnaire, 706 representing 45.40% agreed that attitude of teachers in Kwara state secondary schools towards instilling discipline in students was moderately good.

Research Question 5: What is the attitude of teachers in Kwara state secondary schools towards students' assessment?

Table 5: Attitude of Teachers' Towards Students' Assessment

S/N	Statement	AS	OS	RS	NS
1	Teachers carryout constant assessment of students' level of achievement	66 (21.2%)	120 (38.6%)	125 (40.2%)	-
2	Teachers' do give assignment regularly	95 (30.5%)	95 (30.5%)	91 (29.3%)	30 (9.6%)
3	Teachers always provide feedback to the learners about their assessment	30 (9.6%)	155 (49.8%)	126 (40.5%)	-
4	Teachers do monitor students' academic progress	90 (28.9%)	126 (40.5%)	30 (9.6%)	65 (20.9%)
5	Teacher always show concern about the outcome of students' assessment	66 (21.2%)	120 (38.6%)	94 (30.2%)	31 (10.0%)
	Total Average	347 (22.32%)	616 (39.61%)	466 (29.97%)	126 (8.10%)

Source: Fieldwork, 2018

Table 5 shows the attitude of teachers in Kwara state secondary schools towards students' assessment. Majority of the respondents (38.6%) supported the view that teachers carryout constant assessment of students level of achievement, while 49.8% also supported the view that teachers always provide feedback to the learners about their assessment. Last but not the least, 38.6% of the respondents agreed that teacher always show concern about the outcome of students' assessment. Thus, out of a total of 1555 respondents to the questionnaire, 616 representing 39.61% agreed that attitude of teachers in Kwara state secondary schools towards students' assessment was moderately good.

Conclusions

Based on the findings of the study which stemmed from the data collected and analysed with the results obtained, the following conclusions were drawn.

- i. Teachers in Kwara state secondary schools are always attend classes regularly;
- ii. Teachers in Kwara state secondary schools are always up and doing in the preparation note for their classes;
- iii. Extracurricular activities were averagely given attention by teachers in Kwara state secondary schools;
- iv. Instilling discipline in students was given average attention by teachers in Kwara state secondary schools; and
- v. Students assessment was given average attention by teachers in Kwara state secondary schools.

Recommendations

From the findings and conclusions of this study, the following recommendations were made:

- i. Teachers should sustain the tempo in the class attendance so as to guarantee the attainment of educational goals;
- ii. Teachers should improve in their attitudes towards the preparation of lesson note for their class;
- iii. Teachers should intensify effort in their commitment towards extracurricular activities for their students;
- iv. Teachers should improve their effort towards instilling discipline in students; and
- v. Students' assessment should be improved upon by teachers in Kwara State secondary schools.

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