

TEACHERS' JOB PERFORMANCE AND COMMITMENT IN PUBLIC SECONDARY SCHOOLS IN KATSINA METROPOLIS KATSINA STATE NIGERIA

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Abstract

The study examined teachers' job performance and commitment in public secondary schools in Katsina metropolis. Descriptive survey research design was adopted. The population of this study comprised of all the teachers, head of departments, vice-principals and principals in public secondary schools in Katsina metropolis. The study selected ten (10) schools from twelve (12) public secondary schools. The sample size for the study was one hundred and fifty (150) respondents comprising ten (10) principals, twenty (20) vice principals, twenty (20) heads of departments and one hundred (100) teachers in selected public secondary schools using cluster and simple random sampling techniques. Two sets of self-structured questionnaires tagged "Teachers' Job Performance Questionnaires (TJPQ)" and "Teachers' Commitment Questionnaires (TCQ)" were used for this study. To ensure the reliability of the instrument, the test-retest method was adopted for the instruments a reliability coefficient of 0.72 and 0.69 was obtained for Teachers' Job Performance Questionnaire (TJPQ) and Teachers' Commitment Questionnaire (TCQ) respectively. All these three null hypothesis formulated were tested at 0.05 level of significance. The findings revealed that teachers' job performance is high above 80%. Also, the study indicated that there was significant relationship between teachers' job performance and commitment ($r=0.956$ at $p<0.05$). The study concluded that teachers' job performance and commitment is high with reflect the performance of students in external examinations. It was therefore recommended that Educational policy makers should offer pre-service and in-service training programmes for the prospective and present teachers at secondary schools.

Keywords: Teachers' job performance, Teachers commitment, Public Secondary Schools, Metropolis

Introduction

Teachers are the bedrock of an educational activity and teaching job is mother of all other professions. The success and failure of educational activities highly depends on teachers' performance. Their performance is directly linked to process and product of education (Muhammad, et al, 2013). Therefore, the performance of teachers is emphatic for the improvement of educational system at all levels. According to Okoji (2016) teachers' job performance is the way and manner in which teachers' in the school performs the duties assigned in order to realize that, the school goals and objectives are achieved. He described teachers' job performance to reflected four areas such as teaching skills, management skills, discipline and regularity, as well as interpersonal relations.

Muhammad et al (2013) reiterate that teachers have good teaching skills as they use different methods of teaching in the class, they teach according to the students' abilities, do preparation before class and

are fair in students' evaluation.

Teachers' commitment is regarded as one of the major professional traits that influence the success of educational goals and objectives. This is emotional bonding between the teacher and school with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization and willingness to help the organization to achieve such goals and objectives (Desta, 2014). The factors that are responsible for teachers not to be committed to their teaching work includes administrative problems, evaluation of students' performances, handling of discipline problems, teacher's heavy workload, poor salaries and remunerations, lack of respect for teaching profession and promotion bottlenecks.

Teachers' commitment can be grouped into three for purpose of this study, these are: affective commitment, continuance commitment and normative commitment (Desta, 2014).

Affective Commitment refers to teachers' emotional connection to identification with and participation in the teaching profession and its objectives in regard to educational goals. Continuance Commitment refers to commitments that are based on the benefits and costs that is related to stay in the profession (Nazari & Emami, 2012; Desta, 2014). Therefore, it could be regarded as an instrumental attachment to the educational sector, where the teachers associate themselves based on assessment of economic benefits gained from the sector.

Normative Commitment refers to the feelings of moral responsibility by individual teachers' obligation to continue with their noble profession. Therefore, teachers with a high degree or level of normative commitment feel that they ought to remain with the teaching job/professional. There are several factors that can determine the level of teacher's commitment to the school work; management and teacher relationship, teacher and student relationship, work load and friendly working environment (Celep, 2000).

Several studies have been conducted to find the level of teachers' job performance. A study conducted by Onaolapo, et al (2019) revealed that there was a significant relationship between family satisfaction and job performance ($r=0.27$) at $p<0.05$, there was a significant relationship between teachers' job satisfaction and job performance ($r=0.36$) at $p<0.05$. The study concluded that job satisfaction and family satisfaction had significant impact on teachers' job performance. A study conducted by Akinlolu, et al, (2019) concluded that job satisfaction and family satisfaction had significant impact on teachers' job performance. It is therefore recommended that the government should prioritize teachers' welfare through prompt payment of teachers' salaries and other fringe benefits like gratuity, pension which will enhance the performance of teachers in the school system.

Akomolafe (2019) confirmed that seminar, conference and workshop were major in-service training programmes influence job performance of secondary school teachers. It was recommended that teachers should regularly be exposed to in-service training programmes in order to enhance their job performance. Aziz (2021) conducted study, revealed that there was significant contribution of teacher's job satisfaction on teacher's job performance. It was recommended that, since job satisfaction has significant but low impact on teachers' job performance, the other aspects rather than satisfaction have to be considered including motivation, human resource management and supervision, setting target to reach and measures to be taken, in-services training seminar and workshop for improvement of teacher's job performance. In view of this, the researcher aim to investigate teachers' performance and

teachers' commitment in public secondary schools in Katsina metropolis, Katsina state.

Statement of the Problem

Teachers' commitment is a very important bridge and a paramount important determinant factor to networking teachers' job performance as well as for measuring the level of teachers' job satisfaction in public secondary schools. Teachers' performance is purely dependent upon morale, motivation and job commitment. In educational institutions, teachers are the key players who ensure achievement of goals and objectives of the organization and they are key people who mould the students to excel in their career. In this, students' academic performance depends on high level of teachers' job performance. The tremendous achievement made in WAEC and NECO examination by students in recent time could be attributed to teachers' job performance, while the percentage of students' performance is increasing day in day out. Lack of teachers' commitment may influence of teachers job performance.

In turn, poor teachers' performance may adversely affect students' learning outcome. For teacher to achieve higher level of job satisfaction and commitment, efforts were made to get beyond attractive working conditions and to foster among teachers the fulfillment of those needs associated with the work itself, such as recognition, responsibility and achievement. When individual work in a clean, friendly environment they were find it easier to come to work. If contradictory, they find it difficult to accomplish tasks. When individuals' needs are not fulfilled it may affected their psychologically, morally and economically (Desta, 2014). In relation to this idea, the social context of work is also likely to have a significant impact on a teachers' attitude and behaviour. If teachers' moral is diversely affected, it is not be easy to expect optimum devotion in their profession.

Objectives of the Study

The specific objectives of this study:

- 1.To investigate level of teachers' job performance and commitment in public secondary schools in Katsina metropolis, Katsina state.
- 2.To find out the gender difference in teacher's job performance and commitment in public secondary schools in Katsina metropolis, Katsina state.

Research Questions

The following research questions have been raised.

- 1.What is the level of teachers' job performance in public secondary schools in Katsina metropolis, Katsina state?
- 2.What is the level of teachers' commitment in public secondary schools in Katsina metropolis, Katsina state?

Research Hypotheses

The following are hypotheses formulated for the study.

HO₁. There is no significant relationship between level of teachers' job performance and teachers' commitment in public secondary schools in Katsina metropolis, Katsina state.

HO₂. There is no significant difference in teacher's job performance based on gender (male and female)

in public secondary schools in Katsina metropolis, Katsina state.

HO₃. There is no significant difference in teacher’s commitment based on gender (male and female) in public secondary schools in Katsina metropolis, Katsina state.

Methodology

This study adopted a descriptive research design of the survey type. The data collected were used to establish the relationship between teachers’ performance and teachers’ commitment in public secondary schools in Katsina metropolis. Ten (10) public schools were selected out of twelve (12) schools in Katsina metropolis using simple random sampling techniques. The population of this study comprised all the teachers, heads of departments, vice principals and principals in public secondary schools. The sample for the study was one hundred and fifty (150) respondents comprising ten (10) principals, twenty (20) vice principals, thirty (30) heads of departments and ninety (90) teachers. The sample was randomly selected in stages using cluster and simple random sampling techniques to select respondents.

The instrument used to collect data is questionnaire, this questionnaire was divided into three sections; Section A: contained demographic data of respondent, Section B: contained Part I: Teachers’ Job Performance Questionnaire (TJPQ), it’s comprised of 20-items. Part II: contained Teachers’ Commitment Questionnaire (TCQ), it 15-items. The internal consistency was determined using Cronbach Coefficient Alpha analysis for test re-test reliability index of 0.72 and 0.69 from Teachers’ Job Performance Questionnaire (TJPQ) and Teachers’ Commitment Questionnaire (TCQ) respectively.

Data analysis was carried out using descriptive statistics (frequency, mean and percentage) for research question. The null hypothesis was analyzed using Pearson Moment Correlation (PMC),the hypotheses were tested at 0.05 alpha level of significant. Data collected were analyzed and interpreted as follows: above 70% as high; below 70% but above 50% as moderate; below 50% as low and mean scores were interpreted as follows above 3.0 as high below 3.0 but above 2.5 as moderate and below 2.0 as low.

Results

Table 1: Demographic Information of the Respondents

Sex	Frequency	Percentage (%)
Male	92	61.3
Female	58	38.7
Total	150	100.0
Age	Frequency	Percentage
20-30	38	25.3
31-40	63	42.1
41-50	35	23.3
51 above	14	9.3
Total	150	100.0
Educational background	Frequency	Percentage
NCE	29	19.4
B.A/B. SC/B. Ed degree	107	71.3

M. A/M. Sc/MED degree	12	8.0
PhD	2	1.3
Total	150	100.0

Service years	Frequency	Percentage
Less than 5 year	34	22.7
6-10years	49	32.6
11-15 years	42	28.0
16-20 years	18	12.0
21+ years	7	4.7
Total	150	100.0

Cadre	Frequency	Percentage
Junior	35	23.3
Intermediate	62	41.3
Senior	53	35.4
Total	150	100.0

Source: Field survey, 2022. N = 150

Demographic of the respondents are shown in Table 1. It can be deduced from the table that Male teachers are 92 (61.3%) and Female are 58 (38.7%). The age of respondents: 20-30 year are 38 (25.3%), 31-40 years are 63(42.1%), 41-50 years are 35 (23.3%) and 51year above are14 (9.3%). The teachers' qualification: NCE are 29 (19.4%), B.A/B. SC/B. Ed degree are 107(71.3%), M. A/M. Sc/MED degree are 12 (8.0%) and PhD is 2 (1.3%). The service years of respondent: Less than 5 year are34 (22.7%), 6-10years are 49 (32.6%), 11-15 years are 42 (28.0%), 16-20 years are 18 (12.0%) and 21+ years are7 (4.7%). The categories of cadre: Junior are 35 (23.3%), Intermediate are 62 (41.3%) and Senior are 53 (35.4%) for the study.

Research Questions 1: What is the level of teachers' job performance in public secondary schools in Katsina metropolis?

S/NO	ITEMS	Agree		Disagree		Mean
		F	%	F	%	
(A) TEACHING SKILLS						
1.	I used effective instructional material during classroom instruction	145	96.7%	5	3.3%	3.2
2.	I prepare my lesson plan, note on time based on scheme	142	94.7%	8	5.3%	3.4
3.	I always use different methods of teaching.	127	84.7%	23	15.3%	3.1
4.	I satisfy students based on questions raised during class	129	86.0%	21	14%	2.9
	Frequency/Percentage/Means Average	136	90.5%	14	9.5%	3.2
(B) MANAGEMENT SKILLS						
5.	I always fulfill my responsibilities like form-teacher	129	86.0%	21	14.0%	2.6
6.	I actively partake in regular supervision and inspection	132	88.0%	18	12.0%	3.4
7.	I use effective techniques in classroom management	141	94.0%	9	6.0%	2.6

8. I actively partake in various management assignments	92	61.3%	48	38.7%	3.3	
Frequency/Percentage/Means Average	124	82.7%	26	17.3%	3.0	
(C) SCHOOL DISCIPLINE AND REGULARITY						
9. I fulfill any assigned activities given to me on time	132	88.7%	18	12.0%	3.2	
10. I effectively maintain discipline during my classroom	143	95.3%	7	4.7%	2.9	
11. I cooperate with school management on student discipline	138	92.0%	12	8.0%	2.6	
12. I attend my class lessons punctually and regularly	148	98.7%	2	1.3%	3.3	
Frequency/Percentage/Means Average	140	93.3%	10	6.7%	3.0	
(D) INTERPERSONAL RELATIONSHIPS						
13. I co-operate with my colleagues for better performance	145	96.7%	5	3.3%	2.5	
14. I enjoy good relations with my students and their parents	122	81.3%	28	18.7%	3.1	
15. I usually solve any problem related to my student	109	72.7%	41	27.3%	3.0	
16. I help school management in solving the related problems	98	65.3%	52	34.7%	3.2	
Frequency/Percentage/Means Average	119	79.3%	31	20.7%	3.0	
(E) EVALUATION AND ASSESSMENT						
17. I conduct continue assessment for students regularly	150	100%	0	0%	2.8	
18. I actively participate in various examinations	146	97.3%	4	2.7%	3.1	
19. I usually give students performance feedback	137	91.3%	13	8.7%	3.3	
20. I mark and score my students' exercises regularly	109	72.7%	41	27.3%	2.9	
Frequency/Percentage/Means Average	136	90.7%	14	9.3%	3.0	
OVERALL TOTAL/AVERAGE		131	87.3%	19	12.7%	3.0

The analysis of data on Table 2 indicate that 90.5% of the teachers agreed on items of teaching skills, 82.7% of the respondents agreed on items of management skills, 93.3% of the respondents agreed on items of school discipline and regularity, 79.3% of the respondents agreed on items of interpersonal relationships and 90.7% of the respondents on items on evaluation and assessment. While the overall percentage of respondents is 87.3% the average of means values of 3.0 implied that teachers perceived job performance highly improved the performance of students.

Research Questions 2: What is the level of teachers' commitment in public secondary schools in Katsina metropolis?

S/NO	ITEMS	Agree		Disagree		Mean
		F	%	F	%	
(A) AFFECTIVE COMMITMENT						
1.	My profession is important to my self-image	147	98.0%	3	2.0%	3.1
2.	I believe that my school image is my image	119	79.3%	31	20.7%	3.0
3.	I am proud to be in my teaching profession	128	85.3%	22	14.7%	2.6
4.	My profession is a great deal of personal meaning for me	143	95.3%	7	4.7%	2.8

5. I feel positively and emotionally attached to my profession	144	96.0%	6	4.0%	2.7
6. I encourage my colleagues to complete the task	93	62.0%	57	38%	3.2
Frequency/Percentage/Means Average	129	86.0%	21	14%	2.9
(B)CONTINUANCE COMMITMENT					
7. Changing professions would be difficult for me to do	96	64.0%	54	36.0%	2.4
8. I feel disrupted to change my teaching profession	107	71.3%	43	28.7%	2.1
9. I personally admire teaching than its benefit	112	74.7%	38	25.3%	3.2
10. I would not leave teaching profession	104	69.3%	46	30.6%	2.9
11. I will not change teaching job if I have better	124	82.7%	26	17.3%	2.5
Frequency/Percentage/Means Average	109	72.7%	41	27.3%	2.6
(C) NORMATIVE COMMITMENT					
12. I would feel guilty if I left my teaching profession	87	58.0%	63	42.0%	2.7
13. I feel a sense of loyalty in teaching profession	109	72.7%	41	27.3%	2.4
14. I feel sense of belonging to my teaching profession	125	83.3%	25	16.7%	2.8
15. I dislike those who under rate the image of my job	131	87.3%	19	12.7%	3.2
Frequency/Percentage/Means Average	113	75.3%	372	4.7%	2.8
OVERALL TOTAL/AVERAGE	117	78.0%	33	22.0%	3.0

The analysis on Table 3 indicates that 86.0% of the respondents agreed on items of affective commitment, 72.7% of the respondents agreed on items of continuance commitment and 75.3% of the respondents agreed on items of normative commitment. While the overall percentage of respondents is 78.0% the average of means values of 3.0 implied that teachers' commitment to duties as a tool is highly improved the performance of students.

Hypotheses 1: There is no significant relationship between level of teachers' job performance and teachers' commitment in public secondary schools in Katsina metropolis, Katsina state?

Table 4: Analysis of the relationship between level of teachers' job performance and teachers' commitment in public secondary schools in Katsina metropolis, Katsina state.

Variable	N	Mean	S.D	Df	Calculated r-value	Critical r-value	Decision
Teachers' Job performance	150	93.03	1.68	148	0.956*	0.295	Rejected
Teachers' Commitment	150	53.07	1.60				

* Correlation is significant at the 0.05 level (2-tailed).

The result in Table 4 indicated that r-cal 0.956 is greater than r-table 0.295. This implies that there is significant relationship between teachers' job performance and teaches' commitment in public secondary schools in Katsina metropolis, at 0.05 level of significance and 148 degree of freedom. Therefore, the null hypothesis of no relationship is hereby rejected.

Hypotheses 2: There is no significant difference in teacher's job performance based on gender (male

and female) in public secondary schools in Katsina metropolis, Katsina state.

Table 5: Comparison of teacher’s job performance among public secondary schools in Katsina metropolis based on gender

Gender	N	Mean	Std. dev.	Std. error	df	t -value	sign	Remark
Male	92	73.32	5.04	0.525	148	0.363	0.175	NS
Female	58	72.14	5.33	0.699				

Table 5 indicates the difference between the mean score of male and female teachers on job satisfaction. The results reveal that male teachers have higher job satisfaction (mean=73.32, SD=5.04) when compared to female teachers. The t-value = 1.363, p value is 0.175. There is no significant difference between male and female teachers’ job performance because 0.175 is greater than 0.05 level of significant.

Hypotheses 3: There is no significant difference in teacher’s commitment based on gender (male and female) in public secondary schools in Katsina metropolis, Katsina state.

Table 6: Comparison of teacher’s commitment among public secondary schools in Katsina metropolis based on gender

Gender	N	Mean	Std. dev.	Std. error	df	t-value	sign	Remark
Male	92	53.03	4.58	0.478	148	0.566	0.572	NS
Female	58	52.91	4.89	0.642				

Table 6 revealed the difference between the mean score of male and female teacher’s commitment. The results indicate that male teachers have higher level of commitment (mean=53.03, SD=4.58) when compared to female teachers. The t-value = 0.566, p value is 0.572. There is no significant difference between male and female teachers’ commitment because 0.572 is greater than 0.05 level of significant.

Discussion

The findings of this study on research questions revealed that teachers’ job performance is high above 80%. It indicated that the respondents agreed that teachers’ job performance enhance teachers’ commitment to work. The findings of this study agreed with Desta, (2014) that higher levels of teachers’ job satisfaction were correlated with higher levels commitment and the analysis indicated that the external factors have more influence than internal factor on teachers’ job satisfaction. However, it confirmed that job performance of teachers is highly moderated and determined by the level of cooperation within the school by the superiors’ officers which lead to teachers’ commitment to their duties. Muhammad *et al* (2013) agreed that teachers’ job performance as expressed was good and its level is high. They also suggested that teachers’ have teaching skills as they use different methods of teaching in the classroom instructions; they teach according to the students’ abilities, do preparation before class and make justice in students’ evaluation.

Onaolapo *et al*, (2019) noted that the outcome teachers’ job performance might likely be due to teachers’ positive attitudes or good emotional feelings about their job. Also, the finding of Jaiyeoba and Jibril (2008) supported that the success or failure of the education sector largely depends on satisfied teachers and of course satisfied school administrators. Therefore, teachers’ commitments to

duties are in correspondent to the students' academic achievement in their external examinations like WAEC, NECO and NABTEB.

Furthermore, the findings on research hypothesis showed that, there is significant relationship between teachers' job performance and teachers' commitment to duties. This relationship resulted in students' academic performance in all kinds of external examinations. It was obvious from the finding that teachers' job performance is relatively high and related to the outcome on their commitment to the work. This finding is supported by Akomolafe (2019) who observed that teachers who are exposed to new techniques in teaching and learning, they updated their knowledge and ability for better job performance in school system. The present study revealed that, there is no significant difference in job satisfactions of public secondary school teachers with respect to gender. The finding is supported by Nigama, et al, (2018) who found that there is no significant difference in teacher's level of job satisfaction irrespective of gender.

Conclusion

The study concluded that teachers' job performance and commitment is high which reflect the performance of students in external examinations. The results of this indicate that there exists no significant difference between job satisfactions of teachers with respect to gender.

Recommendations

On the basis of the outcome of the study, the following recommendations are made:

1. Educational policy makers should offer pre-service and in-service training programmes for the prospective and present teachers at secondary schools level.
2. School managers should encourage teachers to pursue additional teaching qualifications to uplift their present rank in teaching profession
3. Government should encourage teachers to access capacity building training within and outside the school by provision of monetary assistance and due recognition to teachers.
4. Individual teachers should partake in any professional training and capacity building that enhance their profession with or without financial assistance from employer.

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