

Literature Review

Teachers' job commitment: A panacea for goal achievement in public senior secondary schools in Nigeria

Rafat Bukola Dauda*

University of Ilorin, Ilorin, Nigeria

*Corresponding Author: dauda.rb@unilorin.edu.ng

ABSTRACT

This paper examined the Teachers' job commitment, which is an internal force that drives teachers to invest more time and energy in keeping up involvement in the school. This willingness of promoting the school creates emotional link between teachers and the school which ultimately inspires teachers to seek ways to enhance teaching profession and establish an effective learning environment to allow students to reach their targets in order to achieve the educational goals. Commitment to teaching is crucial factors that contribute to the achievement of students. This study explores the role of teachers' commitment in student achievement. Globally, teachers' job commitment has been variously described as a panacea for students' better achievement in school. Every society's goal or aim is to produce quality students who can withstand the global educational challenges and contribute meaningfully to the society they belong. Teachers' job commitment is thereby promoting goal achievement resulting in improved student achievement, profiting both the community and society. The Minister of the Federal Capital Territory, Abuja in collaborations with the FCT secondary education board and private sector should highly encourage and promote teacher job commitment in the secondary schools through adequate financial support and provisions of teaching resources such as the real objects, pictorials and graphic representations, audio, visual, audio-visual and printed resources. Also, Zonal Education Departments, education offices and schools should facilitate good teaching-learning environment by involvement of local community, governmental sector, private investors and non-governmental organizations. These teachers stay in their profession and are committed in the jobs.

Keywords: teachers; job commitment; goal achievement; senior secondary schools

1. INTRODUCTION

Job commitment is considered as the full involvement and participation in the affairs of an organization with the intention of facilitating the attainment of desired objectives. It is the consciousness of an employee to fully bring in his/her capacity, skills, knowledge and even resources in the pursuit of organizational set goals. In the school system for instance, it is the willingness of teachers to work towards the academic accomplishment of the students. The teachers, through their classroom activities facilitate the attainment of educational objectives. Their roles in the academic growth of students and general academic standard of the school cannot be overemphasized. Porter, Steers, Mowday and Boulian (2018) noted that job commitment is the "strong belief in an acceptance of the organizational goals and values, willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership". Secondary education in the country (Nigeria) is in serious need of committed teachers for the implementation of the curriculum. According to the New National Policy on Education (NPE 2020), no educational system can rise above the quality of its teachers. There is a relationship between quality and commitment in terms of performance in the school system. State governments (Osun, Oyo & Ogun) have therefore developed strategies that will ensure teachers are committed to the school functions. The attainment of educational goals is strongly dependent on the commitment level of classroom managers.

Government considers secondary education as a gateway towards attaining socio-economic transformation of the state. To achieve this, the teachers have to be fully involved in the school activities. In the views of Porter Steers, Mowday and Boulian (2017) commitment is considered in three forms: the desire to remain in an organization; willingness to exert considerable efforts on its behalf; and belief in and acceptance of its goals and values. Teachers' job commitment could also be seen as their willingness to carry out job functions, promptness in delivery of various job components to a level of satisfaction, dedication to duty, desire for the academic growth of students etc. specifically, it can be measured in their punctuality to a school and classroom, lesson preparation and presentations, meeting attendance, conduct of assembly, classroom management and involvement in students' disciplinary conduct.

Meyer and Allen (2020) asserted that job commitment in an organization could be viewed in three major dimensions: Continuance Commitment; Normative Commitment; and Affective Commitment. According to this model, affective commitment means an employee's emotional attachment to, identification with and involvement in the organization, while continuance commitment deals with one's awareness of the material and psychological costs associated with staying/leaving the present organization. The normative component is an employee's ideology or a sense or feeling of obligations towards the organization and the individual's moral belief that it is right and moral to continue within the organization (Meyer & Allen, 2020). Specifically, teachers' job commitment can be conceptualized to mean their willingness to continue working in the school system because they need to do so. For instance, if a teacher has worked for several years in the school system, he tends to accumulate experience and classroom specific skills which are too costly to lose. Also, when a teacher feels that he or she does not possess the necessary skills to compete for a job in any other field, then the teacher tends to develop continuance commitment and becomes more committed to the school system because of the limited opportunities and alternatives out there (Continuance Commitment).

Similarly, normative commitment could be achieved when a teacher feels that the school system has invested a lot of time and money in training and developing him. He might therefore develop a moral obligation to continue to provide his services to the school. For instance, when teachers are sponsored to acquire higher degrees outside the country, to improve their skills and performances, they might feel obligated to the school system by increasing their level of involvement in school activities. Whilst affective commitment is when a teacher's own values are consistent with the school's values, the teacher would be able to identify and be involved with the school activities and assimilate the values and goals of the school. In the views of Craig and Pinder (2014) cited in Desir (2020), affective commitment has been linked to a wide range of positive outcomes in relation to absenteeism, turnover, organizational behavior and job performance in the organizations. A signal of affective commitment in the school system is usually observed through reduced absenteeism, reduced turnover, support to school administrative heads and excitement to deliver instructions which often results to classroom effectiveness.

The Concept of Teachers' Job Commitment

Dhurupa (2016) as cited in Nadim. Hassa, Abbas, M.M and Naveed (2019) opined that the concept of organizational commitment had evolved during 1970's and 1980's as an important factor of relationship between an employee and the business. They viewed organizational commitment as an employee's recognition with and participation in a particular organization. Kadiresan, Selamat, Selladurai, Ramendran and Mohamed (2021) submitted that organizational commitment represents the strong and emotional feeling of the organization in which the employee works through his absolute belief in the goals and value of the organization, and the constant desire to make all possible efforts to preserve it.

Organizational commitment is also described as employees' state of being committed to assist in the achievement of the organization's goals, and involves the employee' levels of identification, involvement, and loyalty (Caught & Shadur, 2019). It is an emotional response that can be measured through people's behaviors, beliefs and attitudes and can range from very low to very high. An employee who is strongly committed to a particular organization in which he or she works will always identify with the goals of organization and desire to remain a part of the organization (John, 2016). Organizational commitment is an attachment or bound, that is a personal voluntary decision based on calculated rationality, affective tendency and moral judgment, which leads to a higher or lower degree of identification with, and involvement in a particular organization, and is observable in the free effort extended in accomplishing organization goals (Drent, 2021). Meanwhile, Walcott (2019), as cited in Dixit and Bhati, (2019) defined organizational commitment as the process by which the goals of the organization and those of the individual become increasingly integrated or congruent. Porter, Steers, Mowday and Boulian (2018) defined commitment as the strength of an individual's identification with and involvement in a particular organization. Dhurupa (2016), as cited in Cohen (2017), submitted that committed employees are more likely to go above and beyond the call of duty to help their organization and are less likely to quit.

Meyer and Allen (2020) have identified three types of organizational commitment: affective, continuance, and normative. Affective or moral commitment occurs when individuals fully embrace the goals and values of the organization. They become emotionally involved with the organization and feel personally responsible for the organization's level of success. Teachers in schools who are affectively committed to their schools may show their commitment because of extrinsic factors such as good working relationship, good working environment, and fairness in work place, organizational policies and administration, supervision and the rest. Continuance or calculative commitment occurs when individuals base their relationship with the organization on what they are receiving in return for their efforts and what would be lost if they were to leave such organization. Teachers with continuance commitment may consider costs such as economic costs (such as pension accruals, gratuity, the present salary or the fear of getting another job if they leave teaching job), social costs (friendship ties with co-workers, prestige/recognition associated with the work). Normative commitment occurs when an individual commit to remain with an organization simply because of feelings of obligation he or she has towards the organization. For example, a teacher may demonstrate normative commitment if the school where he/she works has invested resources in training and development and the person then feels a 'moral' obligation to put forth effort on the job and stay with the organization to 'repay the debt' or to stay in the organization for a required number of years. Zangaro

(2018) suggested that an additional type, alternative commitment, may also exist. He wrote that this occurs when individuals feel they have little or no control or impact, and would like to leave their jobs. These employees usually demonstrate low levels of performance.

Concept of Goal Achievement

Achievement goals refer to the aim, purpose or focus of a person's achievement behavior. These goals are dynamic cognitive entities representing future-based possibilities that respond to changes in the person as well as the situation. They do not refer strictly to the level of aspired performance (as in the goal-setting literature) but, rather, to how people evaluate their competence or incompetence and orient their behavior accordingly. Achievement goals theory has emphasized the role of achievement goals in regulating a wide variety of affective, behavior, and cognitive outcomes during people's competence pursuits. More recently, research on achievement goal has developed the hierarchical model of achievement motivation, which integrates a variety of achievement motivation. This entry defines key construct in achievement. Goals review the consequence of different achievement goals, and explain how achievement goals have been integrated with other theoretical approaches in the hierarchical mode of achievement motivation.

Achievement goals orientation refer to student's reasons or purpose for engaging in academic behavior as well as to the standards used to assess performance (Friends, Cortina, Turner, and Midgley, 2021, Blumenfeld, & Hoyle, 2021; Midgley et al., 2021). Attending to both achievement goal orientation and to teachers' perception of them is important, because research on students' attributions of their ability to learn suggests that such attributions have a direct impact on learning and classroom work (Bruinsma, 2018, Dweek, 2021 that specific aspects of instruction the nature of task (cooperative or competitive), the types of recognition that teachers give (focused on others), and the locus of responsibility (teacher's or students) are related to the goal structure that students perceive and to the personal goals that students espouse (Ames, 2021; Friedel et al, 2017). Locke (2021) as quoted by Cooper and Locke (2021) argued that "individual goals would determine what satisfied them on the job. Employees in organization hold different achievement systems. Therefore, based on this their satisfaction level will also differ. Furthermore, the theory predicts that "discrepancies between what is desired and received are dissatisfying only of the job facet are important to the individual" (Anderson, ones, Sin angil, & Viswesvaran, 2021).

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This is chastened into three categories, firstly, monetary incentives, second, satisfaction with the school and work environment created for teachers, third, satisfaction with society.

- a) Teacher salary should be topped up because where the pay is not good, teachers search for alternative teaching opportunities or change jobs to increase their income, therefore attractive remuneration package enhanced teachers' attachment to the school, government recognizes the insufficiency in salaries and encourages teachers to commit themselves to the school but also denies them the opportunity to seek extra-curricular source of income. Teachers' supple salary sake should be unforce so that "their take home pay can that them home".
- b) Lack of incentives and other benefits influence teachers' job commitment and may limits level of effort on the goal achievement. According to Aliya and Shukla (2017), when incentives is offered, employee is likely to expend more energy and effort into the job and therefore the incentives will be given to the employee as a reward when the goal is met.
- c) Poor relations between teachers with supervisor, student, and management teams and within teachers reduce success of achieving of the school goals and objectives. According to Oshagbemi (2017) individual who perceive to have better interpersonal friendship with co-workers and immediate supervisor leadsto higher level of job commitment.
- d) The practice if recognition for teachers in public senior secondary school may hinders their level of job commitment; beside it will hinder them from using their full efforts in realizing the expected school goals as well as quality education.
- e) Provision of job-related training and development, expense sharing and workshop enhance academic performance of teachers and able to give better results. As said by Asghar (2016), pinpoint training and development improve the motivation and satisfaction level of employees, increase their skills and knowledge and also expands the intellect on overall personality of the employee.

2. CONCLUSION

Issues concerning teacher motivation needs priority attention by all education stakeholders. This is so because teacher motivation promotes teachers job commitment which will lead to quality education and quality services for the attainment of instructional objectives and educational goals. No education system of any nation can rise above the quality of her teachers whose efforts in the classroom and teaching responsibilities leads to sustainable national development in the

society. Failure to address the problems of teacher motivation might have drastic negative consequences on teacher's job commitment which affects students' learning academic performances and achievements. *But Then, Who Wil Bell The Cat?*

RECOMMENDATION

The following suggestions have been proffered by the researcher: -

1. The Minister of Education in collaborations with the South-West States' secondary education board and private sector should highly encourage and promote teacher job commitment in the secondary schools through adequate financial support and provisions of teaching resources such as the real objects, pictorials and graphic representations, audio, visual, audio-visual and printed resources.
2. The South-West States' secondary education board with the principals should ensure that adequate reward systems are utilized in order to promote teachers job commitment in their schools.
3. School should foster interest of teachers by encouraging teachers in the job by fair and equitable rewards to achieve school goals by participating in local community, governmental, non-governmental organization. This strongly contributes for the success of school goals.

AUTHOR'S CONTRIBUTIONS

The authors discussed the results and contributed to from the start to final manuscript.

CONFLICT OF INTEREST

The authors declare that he has no competing interests.

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