

Perceived Impact of Teachers Teaching Commitment on Students Academic Performance in Technical Colleges in Rivers State

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ABSTRACT

The study sought to investigate the perceived influence of teachers teaching commitment on student's academic performance in technical colleges in Rivers State. Four research questions were raised which guided the study. The study adopted the descriptive survey research design. The study population was 153 academic staff, which comprised 12 school administrators (principals and vice principals) and 141 teachers drawn from four government technical colleges in Rivers State. The entire population was of manageable size; hence they were used as respondents without sampling. The instrument for data collection was a self-structured questionnaire which was validated by three experts with reliability coefficient index values of .72, .87, .89 & .91 respectively for the four sections of the instrument which was considered sufficient for the study. Data were analysed using descriptive statistic Mean and Standard deviation to answer the research questions. Items with a mean of 2.50 and above were regarded as agreed while items with a mean ranging from 2.49 and below was regarded as disagree. Findings of the study revealed that perceived, affective, continuance and normative teaching commitments of teachers influence students' academic performance in technical colleges in Rivers State. In conclusion, the results of the study demonstrated that teachers' commitment towards their school was only at average. Hence, it was recommended amongst other things that policy interventions on salary structures should be undertaken to encourage higher levels of commitment among teachers.

Key Words: Teachers, Commitment, Teaching Commitment, Technical Colleges and
Academic Performance

Introduction

The liveliness of all educational institutions depends on the willingness of teachers to contribute to the development of the schools. Educational Institutions such as government technical colleges and universities require individuals who are committed to their profession and the well-being of students. Teachers who are committed find it easy to carry out their duty in the school and beyond. Committed teachers also have strong psychological ties to their schools. According to Soliven (2009) commitment is stronger as a sacred covenant, without which life is unimaginable. Commitment has always been believed to be the driving force behind a person's success. A person who has committed himself to a task will pursue it until its completion even if he experience obstacles during the process. It is his commitment that will drive him to rise above the challenges. Javadi & Yavarian (2012) describe teachers' commitment as the attitude of being loyal to school, an on-going process related to individuals' participation in school's decisions, a state that helps welfare and success, and that limits freedom in school. Teachers' commitment could also refers to the pledge members of the school's make to be responsible towards his school, while doing business in earnest to achieve the school goals. It was also viewed as the desire of the teachers to remain a member of the school with a high teaching commitment to the schools, not willing to leave the school (Javadi & Yavarian, 2012).

Research studies by Udin (2009) identified the characteristics of teachers as: commitment to the school or commitment to student learning, in-depth mastering of the subject matter and how to teach it, capable of thinking systematically about what to do and learn from experience, and part of the learning community within the profession that allows them to always improve professionalism. Similarly, Baron & Greenberg (2008), Kreitner & Kinicki (2007) maintained in their study that teaching commitment fluctuate according to circumstance influencing factors. They identified perceived teaching commitment, affective teaching commitment, continuance teaching commitment and normative teaching commitment as the factors that can influence students' performance in public schools.

Perceived teaching commitment deals with a perspective which includes the constructs of teaching commitment and perceived school support, both of which focus on the connection between an individual employee and the school or profession with which he or she is associated. Eisenberger, Huntington, Hutchison & Sowa (2009) introduced the

notion of institutional support for employees, proposing the perceptions of institutional support (POS) construct. POS is a measure of employees' general beliefs about the extent to which a school values their membership, commitment of them, and concerned about employees' well-being (Eisenberger, 2008). The POS concept is derived from institutional support theory and multiple studies on causes and consequences of employee perceptions of support (Erdogan & Enders, 2007).

Affective teaching commitment is characterized by (a) a strong belief in and acceptance of the school's goals and values; (b) a willingness to exert considerable effort on behalf of the school; and (c) a strong desire to maintain membership in the school. Affective commitment further refers to the employee's emotional attachment to, identification with, and involvement in the school. Affective commitment can also be seen as the positive interactions that bind an individual to the school because of similar values that they share (Shore & Tetrick, 2003). According to Allen & Meyer (2007) affective commitment is an affective or emotional attachment to the school such that the strongly committed individual identifies with, is involved in, and enjoys membership in the school. That is the employees' emotional attachment to identification with and involvement in the school. It is also defined as a sense of belonging and identification that geared employee to achieve school goal (Meyer & Allen, 2007). In a descriptive study by Shah, Ahmad, Jumanı & Tariq (2017) affective commitment moderately correlated with the turnover intention of private secondary school teachers. As a result, it will reduce turnover and absenteeism, increase motivation and citizenship.

Continuance teaching commitment deals with employee's wish to stay within the school because of employee's non-assignable investment, continuance commitment also refers to an awareness of the costs associated with leaving the school. Continuance commitment also refers to employee's awareness of the costs associated with leaving the school. This kind of commitment is grounded on the value that the employee derives from the school. With this kind of commitment, employees stay primarily to avoid losing something of value (income, benefits, seniority) (Joolideh & Yeshodhara, 2009), related with turnover costs bearable by employee for instance pension and etc (Farrel & Rusbult, 2001).

Normative commitment on the other hand is obligation-based and is measured by the individual's feeling that they have to stay with the school. Manion (2014) asserts that this kind of commitment arises from the person's sense of obligation to the school. It is also a

reflection of how much a person's values and beliefs are aligned to the school's core values. Karrash (as cited by Allen & Meyer, 2014) said that normative commitment is positively related to performance in schools and examinations. In a descriptive study by Shah, Ahmad, Jumani³ & Tariq (2017) affective commitment and normative commitment were moderately correlated with the turnover intention of private secondary school teachers. Nevertheless, continuance commitment showed strong relationship with their turnover intention.

Technical colleges are education institutions for the training of individuals to become highly skilled technicians at the post-primary school level for entrance into employment in occupations which are defined as technical by industrial, scientific, commercial, and government agencies (Onyia, 2010). In essence, technical education is defined as that subject/field which provides opportunities for all students from elementary through higher education to develop an understanding about technical, consumer, occupational, recreational, organizational, managerial, social, historical and cultural aspects of industry and technology (Puyate, 2016). Technical education could therefore, be viewed as a programme whereby students acquire industrial-technical knowledge and skills through creative and problem-solving learning experiences involving such activities as experimenting, planning, designing, constructing, evaluating, and using tools, machines, materials and processes.

Blase & Blase (2013) explains that teachers in the education are an indispensable element with close relationship with the students in the day-to-day education effort in school and many students define success in achieving its objectives. Mazi (2016) reported that it is now becoming obvious that technical college students are no longer performing well in public examinations. This is reflected in the report of the National Business and Technical Examination Board (NABTEB, 2015) which stated that candidates of technical college are no more committed to learning and this has resulted in the low performance of candidates in public examinations. The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers, and even student themselves. Even though, the Federal Government of Nigeria (2013) in its National Policy on Education explained that a teacher must have pedagogical competence, personal competence, social competence, professional competence, teaching certificate, and capability to achieve national education goals. The policy further explained that the teaching profession is a special work carried out on the

basis of a commitment to improving the quality of education. It also emphasized that professional teachers should have a commitment to the principles of school, academic qualifications, competence, and responsibility as a base to carry out their job effectively and efficiently.

In fact, there have been general concerns over the low performance of students in Government Technical Colleges in Rivers State. Following the report of the National Business and Technical Examination Board (NABTEB, 2015) that student's performance in technical courses in technical colleges has been dwindling in recent time. Which suggested a situation that calls for immediate attention in the technical colleges. Chindah (2016) retreated that there is a growing concern over the decline in students' academic performance in technical colleges in Rivers state in Nigeria. The decline in students' academic performance however, has been associated to a number of factors, which include the level of teachers commitment and Judging from the products of the government technical colleges, there is a big question mark on level of performance, productivity and commitment of their teachers (Akinyele, 2010).

Though, the expected high level of students' academic performance may not have been guaranteed in a school where there is poor perceived teachers remuneration, opportunity for further training, responsibility, social status, a sense of belonging and job security that are significantly impacting on the level of morale and commitment to their duties (Anne, Kabutu, Ndirangu, & Evelyn, 2014). Therefore, the problem of this study is what is the technical college teachers' teaching commitment that influences students' academic performance in technical colleges in Rivers State?

Purpose of the Study

The study sought to investigate the perceived influences of technical college teachers teaching commitment on students' academic performance in technical colleges in Rivers State. To this end the study specifically sought to find out the extent to which:

1. Perceived teaching commitments of teachers influences students' academic performance in Technical colleges in Rivers State.
2. Affective teaching commitments of teachers influence students' academic performance in technical colleges in Rivers State.
3. Continuance teaching commitments of teachers influence students' academic performance in technical colleges in Rivers State.

4. Normative teaching commitments of teachers influence students' academic performance in technical colleges in Rivers State.

Research Questions

The following research questions were raised to guide the study:

1. What is the perceived teaching commitment of teachers influence on students' academic performance in technical colleges in Rivers State?
2. What is the affective teaching commitment of teachers influence on students' academic performance in technical colleges in Rivers State?
3. What is the continuance teaching commitment of teachers influence on students' academic performance in technical colleges in Rivers State?
4. What is the normative teaching commitment of teachers influence on students' academic performance in technical colleges in Rivers State?

Methods and Materials

The study adopted a descriptive survey design. The population of the study was 153, comprising all the 12 school administrators (principals and vice principals) and 141 teachers in 4 government technical colleges in Rivers State. The entire population of were used as respondents without sampling. The questionnaire was used to collect data for this study titled Teacher's Teaching Commitment and Students Academic Performance in Technical colleges in Rivers State (TTCSAPTCRS). The instrument structured on four-point response scale contains two sections 1 & 2. Section 1 elicited information on personal data of the respondents. Section 2 was subdivided into 4 sections A-D which elicited data on the influence of teaching commitment of teachers on student academic performance in Technical colleges in Rivers State. The instrument was face validated by three experts from the Department of Vocational Teacher Education, River State University. The reliability of the instrument was established using Cronbach Alpha Reliability Coefficient Method for a measure of internal consistency of the instrument. The coefficient value obtained was .721, .876, .891 & .912 respectively for the four sections of the instrument which was used to judge the reliability of the instrument and was considered sufficient enough for the study. The researcher informed the various research assistants on the procedures required in administering the research instruments. Out of 3384 copies of the questionnaire that were distributed to respondents 3350 completed copies were retrieved by the researcher and the research assistants within a week, which account for 98% return rate of the questionnaire used for data

analysis. Data collected from the respondents was analyzed using mean and standard deviation to answer the four research questions. Item with a mean of 2.50 and above was regarded as agreed while item with a mean ranging from 2.49 and below was regarded as disagree.

Results

Research Question 1

What is the perceived teaching commitment of teachers influence on students' academic performance in technical colleges in Rivers State?

Table 1: Mean Responses on the influences of perceived teaching commitment on student's academic performance in Technical colleges in Rivers State

S/N	Perceived teaching commitment	Teachers (N=141)			Administrators (N =12)		
		Mean	SD	Remark	Mean	SD	Remark
1	Teachers belief about teaching enhance students academic performance	3.30	.98	VHE	3.65	.64	VHE
2	Improved teachers wellbeing enhance students academic performance	3.26	1.01	VHE	3.67	.59	VHE
3	Teachers professional commitment enhance students academic performance	3.27	1.00	VHE	3.59	.62	VHE
4	Remuneration of teachers enhance students academic performance	3.29	.99	VHE	3.51	.85	VHE
5	Teachers attachment to students/colleagues affects students academic performance	3.29	.97	VHE	3.71	.46	VHE
6	Teachers with strong perceived commitment enhance students academic performance	3.26	.99	VHE	3,71	.46	VHE
7	Teachers job satisfaction enhances students academic performance	3.29	.97	VHE	3.51	.70	VHE
8	Governments concentration on teachers plight enhances students academic performance	3.31	.95	VHE	3.48	.76	VHE
	Total	3.28	.98	VHE	3.60	.64	VHE

Table 1 shows the mean responses of teachers and school administrators (principals and vice principals), respectively agreed that teachers belief about teaching (3.30 & 3.65), improved teachers wellbeing (3.26 & 3.67), teachers professional commitment (3.27 & 3.59), remuneration of teachers (3.29 & 3.51), teachers attachment to students and colleagues (3.29 & 3.71), teachers with strong perceived commitment (3.26 & 3.71), teachers job satisfaction (3.29 & 3.51) and governments concentration on teachers plight (3.31 & 3.48), to a very high extent influences students academic performance in public examinations in Rivers State.

Research Question 2

What is the affective teaching commitment of teachers influence on students' academic performance in technical colleges in Rivers State?

Table 2: Mean Responses on the influence of affective teaching commitment on student's academic performance in Technical colleges in Rivers State

S/N	Affective teaching commitment	Teachers (N =141)			Administrators (N =12)		
		Mean	SD	Remark	Mean	SD	Remark
9	Class taught adequately by the teacher will enhance students academic performance	2.47	1.38	HE	3.02	1.02	VHE
10	Teachers commitment in class management enhances students academic performance	2.45	1.39	HE	2.48	1.28	HE
11	Adequate lecture delivery by teachers enhances students performance	2.58	1.27	HE	2.45	1.34	HE
12	Teacher ability to develop good lesson plan enhances students performance	2.47	1.37	HE	2.41	1.29	HE
13	Teachers desire to remain part of a school enhances students performance	2.65	1.27	HE	2.78	1.20	HE
14	Teachers attitude towards teaching enhances students performance	2.57	1.34	HE	2.75	1.17	HE
	Total	2.53	1.34	HE	2.65	1.22	HE

Table 2 shows teachers and administrators' responses on the influences of affective teaching commitment on student's academic performance in Technical colleges in Rivers State. Based on the mean responses obtained, teachers and school administrators

(principals and vice principals), respectively agreed that class taught adequately by teachers (2.47 & 3.02), teachers commitment in class management (2.45 & 2.48), adequate lecture delivery by teachers (2.58 & 2.45), teachers ability to develop good lesson plan (2.47 & 2.41), teachers desire to remain part of a school (2.65 & 2.78) and teachers attitude towards teaching (2.57 & 2.75) to a very high extent enhance students academic performance in Technical colleges in Rivers State.

Research Question 3

What is the continuance teaching commitment of teachers influence on students' academic performance in technical colleges in Rivers State?

Table 3: Mean Responses on the influence of continuance teaching commitment on student's academic performance in Technical colleges in Rivers State

S/N	Continuance teaching commitment	Teachers (N =141)			Administrators (N =12)		
		Mean	SD	Remark	Mean	SD	Remark
15	Teachers tendency to commit to a constant line of activity enhances students performance	3.19	.98	VHE	3.00	.83	VHE
16	Teachers continuous satisfaction with his/her job enhances students performance	3.18	1.04	VHE	3.05	.93	VHE
17	Teachers continuous willingness to maintain membership of the school enhances students performance	3.13	1.01	VHE	2.91	.84	HE
18	Continuous remuneration of teachers enhances students performance	3.20	1.04	VHE	3.02	1.03	VHE
19	Teachers continuous interest in teaching enhances students performance	3.19	.99	VHE	3.11	.89	VHE
20	Teachers quality is a factor in students performance	3.20	.99	VHE	3.14	.75	VHE
	Total	3.18	1.01	VHE	3.04	.88	VHE

Table 3 shows teachers and administrators' responses on the influences of affective teaching commitment on student's academic performance in technical colleges in Rivers State. Based on the mean responses obtained, teachers and school administrators (principals and vice principals), respectively agreed that teachers tendency to commit to

a constant line of activity (3.19 & 3.00), teachers continuous satisfaction with his/her job (3.18 & 3.05), teachers continuous willingness to maintain membership of the school (3.13 & 2.91), continuous remuneration of teachers (3.20 & 3.02), teachers continuous interest in teaching (3.19 & 3.11) and teachers quality (3.20 & 3.14) to a very high extent enhances students academic performance in technical colleges in Rivers State.

Research Question 4

What is the normative teaching commitment of teachers influence on students' academic performance in technical colleges in Rivers State?

Table 4: Mean Responses on the Influence of Normative Teaching Commitments on Student's Academic Performance in Technical colleges in Rivers State

S/N	Normative commitment	teaching	Teachers (N=141)			Administrators (N =12)		
			Mean	SD	Remark	Mean	SD	Remark
21	Teachers ethical conviction enhances students performance		3.21	.99	VHE	3.57	.84	VHE
22	Teachers fulfilling of obligations enhances students performance		3.16	1.03	VHE	3.49	.85	VHE
23	Teachers commitment to supervision enhances students performance		3.17	1.02	VHE	3.58	.91	HE
24	Teachers commitment to goals and objectives of the school enhances students performance		3.20	1.03	VHE	3.59	.81	VHE
25	Teachers regular attendance in school enhances students performance		3.21	.98	VHE	3.59	.73	VHE
	Total		3.19	1.01	VHE	3.56	.83	VHE

Table 4 shows teachers and administrators' responses on the influences of affective teaching commitment on student's academic performance in technical colleges in Rivers State. Based on the mean responses obtained, teachers and school administrators (principals and vice principals), respectively agreed that teachers ethical conviction (3.21 & 3.57), teachers fulfilling of obligations (3.16 & 3.49), teachers commitment to supervision (3.17 & 3.58), teachers commitment to goals and objectives of the school

(3.20 & 3.59) and teachers regular attendance in school (3.21 & 3.59) to a very high extent enhances students academic performance in technical colleges in Rivers State

Discussion of Findings

Results in table 1 on influence of perceived teaching commitment on students academic performance in technical colleges in Rivers State showed that teachers belief about teaching, improved teachers wellbeing, remuneration of teachers, teachers attachment to students and colleagues, teachers job satisfaction, among others, to a very high extent influences students academic performance in technical colleges in Rivers State. This present research is in agreement with Aityan & Gupta (2012) that found that schools with committed employees have a significant competitive advantage and a higher rate of survival compared to schools with less committed employees.

Results in table 2 on influence of affective teaching commitment on student's academic performance in technical colleges in Rivers State showed that class taught adequately by teachers, teachers commitment in classroom management, adequate classroom delivery by teachers, teachers attitude towards teaching, among others, to an high extent influences students academic performance in technical colleges in Rivers State. This present research work is in line with Clugston (2010) that found that emotional commitment is the process of people's thinking over their attachment for the school in term of values and goals.

Results in table 3 on influence of continuance teaching commitment on student's academic performance in technical colleges in Rivers State showed that teachers tendency to commit to a constant line of activity in school, teachers continuous satisfaction in his/her job, teachers continuous willingness to maintain membership of the school, continuous remuneration, teachers continuous interest, among others, to a very high extent influences students academic performance in technical colleges in Rivers State. This present research work is in line with Javadi & Yavarian (2012) that opined that continuance commitment is employee's wish to stay within the school because of employee's non-assignable investment.

Result in table 4 on influence of normative teaching commitment on student's academic performance in technical colleges in Rivers State showed that teachers ethical conviction, teachers fulfilling of obligations, teachers commitment to supervision, teachers commitment to goals and objectives and teachers regular attendance in school, to a very high extent influences students academic performance in technical colleges in

Rivers State. This finding is in line with Clugston (2010) that assert that the sense of loyalty and service lying behind an employee's normative commitment affects individual's decision to stay within the school.

Conclusion

The results of the study demonstrated that teachers' commitment towards their school was only at average level. Teachers scored lowest on the normative commitment sub-scale while they scored highest on the continuance commitment, indicating that teachers' commitment towards their school mostly derives from the costs associated with leaving the school. This finding is especially important as it signals that given the chance, teachers may easily accept the more competitive offer from a competitor and quit their current job. Research regarding employee commitment state that the most desirable types of employee commitment can be listed as perceived, affective, normative, and the continuance commitment respectively (Brown, 2003). Therefore, school administrators (principals and vice principals) must especially think of ways to improve the affective commitment of their teachers. Otherwise, in the current climate of fierce competition, they might risk to lose their most valuable teachers to their competitors.

Recommendations

The following recommendations were made based on the findings of the study:

1. Since remuneration was perceived as a major motivator it should be improved further. Policy interventions on salary structures should be undertaken to encourage higher levels of motivation and job satisfaction among teachers.
2. There is need to motivate teachers in order to maintain the high level of commitment in their work. School heads should think of ways of motivating teachers for instance, they should give incentives such as certificates of the 'teacher of the week'.
3. Teachers should be involved in formulation of policies that affect them that is participatory decision making in order to give them a sense of belonging.
4. There is need for Ministry of Education to organize skill up-grading and in-service training programmes regularly to help teachers cope with emerging challenges in schools.
5. Since responsibility was viewed as a motivator, head teachers should ensure that teachers are given more responsibilities not just classroom teaching.

6. TSC has a responsibility of ensuring that teachers have job security through implementation of schemes of service for all cadres of teachers.
7. Schools should have adequate teaching-learning facilities in order for teachers to enjoy their work.
8. School heads should be sensitive to their teachers' personal needs because it motivated them.

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