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## **ASSESSMENT OF JOB COMMITMENT OF SECONDARY SCHOOL TEACHERS IN OSUN STATE, NIGERIA**

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### **Abstract**

*This study investigated the level of teachers' job commitment to the teaching profession, teachers' commitment to teaching and learning and teachers' commitment to school in secondary schools in Osun State. These were with a view to assessing the level of teachers' job commitment in the State. The study employed survey research design. The study population consisted of 6,922 secondary school teachers and 466 principals in Osun State while the sample for the study consisted of 720 teachers and 36 principals. Two validated instruments were used for the study, namely; Teachers' Job Commitment Questionnaire for Teachers (TJCQT) and Teachers' Job Commitment Questionnaire for Principals (TJCQP). Three research questions were raised in line with the objectives of the study. The research questions were answered using percentages.*

*The results showed that the commitment of teachers in Osun State to the teaching profession, to teaching and learning and commitment to school was generally low in secondary schools in the*

*State. The study recommended that government and school owners should employ strategies such as regular promotion, prompt payment of salaries and other emoluments, provision of adequate resources in schools, smooth and effective interaction between principals and teachers, high level of discipline in schools, involvement of teachers in decisions that affects them among other things in order to keep teachers committed to their job.*

### **Keywords**

Job Commitment, Teachers' Job Commitment, Commitment to the Teaching Profession, Commitment to Teaching and Learning and Commitment to School

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## **1. Introduction**

Job commitment of worker in all organisations has been found as one of the variables that determine organisation success and survival. Due to this, many scholars have worked on the concept of job commitment and how organisations can channel their efforts, policies and resources towards increasing the job commitment of their workers for the benefit of the organisation.

In a school system, the achievement of educational goals and objectives may be impossible without committed teachers who are the main facilitators of teaching and learning. Teaching as a life building profession requires individuals who will go beyond official expectations in order to help the school and students to achieve the set goals. In fact, the multi-dimensional functions of teachers as facilitators, role model, mentors, fathers and mothers cannot be effectively carried out without high level of passion, love, sacrifice and attachment to students, schools and to teaching as a profession. This was validated by the submissions of Alsiewi and Agil (2014) who stated that teachers with powerful job commitment find it easy to be interested in whatever is being carried out in schools and such teachers can get involved wholeheartedly without strict supervision. Crosswell (2006) is of the opinion that teachers' commitment is one of the major professional characteristics that influence an educators' success. Qamar (2012), Tsai, Chang and Tsai (2010) in their studies investigated that organizational commitment significantly affects an employee's organizational citizenship behavior. It means that if the member of an organization is committed and loyal to his organization then he will wish to do more and better work than that which is specified in job descriptions (Qamar, 2012). Albdour and Altarawneh (2014) viewed organizational commitment as an important part of the employee's psychological condition. According to

them, individuals with a high level of commitment usually exhibit positive behaviours in the workplace, such as job satisfaction and organizational citizenship, which is of great benefit to the organization. Students' performance and wellbeing in schools, schools' growth and success as well as educational development of a nation cannot be achieved without committed teachers. This is because committed teachers see school's or students' problems as theirs and are always ready and willing to do everything possible to solve such problems.

Fostering commitment of teachers in both private and public schools is imperative as teachers who are highly committed are likely to stay longer on the job, can perform better than their uncommitted colleagues and are usually full of excitement to contribute positively to the success of the school. Such teachers will also be ready to go extra mile for the students and the school in order for the school's goals and objectives to be achieved.

Some of the factors that may determine the level of teachers' job commitment in schools include job security, relationship between teachers and students, the quality of the work done by teachers, the work environment, availability of resources in schools, prompt payment of salary and other allowances, adequate incentives among others (Ernest & Felix (2013). Government and its agencies as well as school owners must be well informed on how these factors could affect teachers' job commitment and what practical steps to take to enhance teachers' job commitment. This is important because high quality of education and the achievement of educational goals and objectives of any educational institution may be impossible without committed teachers. In view of the importance of teachers' commitment to the success of schools anywhere in the world, this study is set to investigate the level of teachers' job commitment to school, to students as well to the teaching profession in secondary schools in Osun State Nigeria. To pilot this study, the following research questions were raised:

- a. What is the level of teachers' job commitment to the teaching profession in secondary schools in Osun State?
- b. What is the level of teachers' job commitment to teaching and learning in secondary? Schools in Osun State?
- c. What is the level of teachers' job commitment to school in secondary schools in Osun State?

## **2. Literature Review**

### **2.1 The Concept of Commitment and Teachers' Commitment**

Mowday, Porter and Steers (1982) as cited in Nadim, Hassan, Abbas, and Naveed (2016) 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 (2015) 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 values 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 employees' levels of identification, involvement, and loyalty (Caught & Shadur, 2000). It is an emotional response that can be measured through people's behaviours, beliefs and attitudes and can range from very low to very high. An employee who is strongly committed to a particular organisation in which he or she is works will always identify with the goals of organisation and desire to remain a part of the organisation (Meyer, Stanley, Herscovitch & Topolnytsky, 2002).

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 organisation, and is observable in the free effort extended in accomplishing organisation goals (Drent, 2009). Meanwhile, Hall, Benjamin and Harold (1970), as cited in Dixit and Bhati, (2012) 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, Monday and Boulian (1974) defined commitment as the strength of an individual's identification with and involvement in a particular organisation. Mowday, Porter and Steers (1982), as cited in Cohen 2007) submitted that committed employees are more likely to go above and beyond the call of duty to help their organisation and are less likely to quit.

Meyer and Allen (1997) 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 organisation. They become emotionally involved with

the organization and feel personally responsible for the organisation'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, fairness in work place, organizational policies and administration, supervision and the rest. Continuance or calculative commitment occurs when individuals base their relationship with the organisation on what they are receiving in return for their efforts and what would be lost if they were to leave such organisation. Teachers with continuance commitment may consider costs such as economic costs (such as pension accruals, gratuity, the present salary or the fear 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 commits to and remains with an organization simply because of feelings of obligation he or she has towards the organisation. 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 organisation for a required number of years. Zangaro (2001) suggested that an additional type, alienative 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.

Alsiewi and Agil (2014) defined teachers' job commitment as the willingness of teachers to invest personal resources into the teaching task and thus remain in the teaching profession. They added that teachers' job commitment is a strong belief in and the acceptance of the school's goals and values, a willingness to exert considerable effort on behalf of the school, and a strong desire to maintain one's membership within the school. Not only that, teachers with powerful job commitment find it easy to be interested in whatever is being carried out in schools and such teachers can get involved in school activities wholeheartedly without compromising standard. Also, committed teachers see school's or students' problem as theirs. They have high level of motivation to do everything within their power or even above what they normally expected to do in order to move the school and students forward. Gaziel (2004) submitted that teachers who express a higher level of commitment to the school, tend to voluntarily be absent from school less frequently. Without high level of teachers' commitment

therefore there would be high teachers' turnout, absenteeism and the achievement of education goals in any school will be impossible. Maxwell (1999) submitted that it is commitment that gets the job done. To him "commitment is more powerful than our best intentions, willpower, or circumstances. Without commitment, influence is minimal; barriers are unbreachable; and passion, impact, and opportunities may be lost".

## **2.2 Dimensions of Teachers' Commitment in Schools**

Teachers' job commitment in any school can be generally categorized into four, which are: teachers' commitment to the institution, teachers' commitment to the students, teachers' commitment to the teaching occupation or profession and teachers' commitment to outcomes or objectives.

**i. Teachers' Commitment to the Institution:** Mowday, Porter and Steers (1979) defined teachers' commitment to educational institutions as teachers' belief, and acceptance of the goals and values of the institution, and teachers' strong desire to maintain membership in the institution or school. It is the readiness of teachers to accept the goals, policies and programmes of a school. A teacher that is committed to school will always be willing to contribute when necessary to curricula and extra-curricular activities, all in the bid to move the school forward. Not only that, a committed teacher is usually ready to protect and promote school's image and finds it easy to cope with school's policies and laws. Teacher's organizational commitment can be high and low. Highly committed teachers are much less likely to leave their work of teaching and they are also less likely to be absent from school, while low committed teachers are often absent from school to engage more attractive activities such as heading for urban area to caring family (Werang, Betaubun & Pure 2015)

**ii. Teachers' Commitment to the Student:** Rosenholtz (1989) asserted that teachers who are committed to the students lead classroom activities more meaningful, introducing new ways of learning, and altering the teaching materials so that they are more relevant and of greater interest to students. Kushman (1992) argued that commitment to students is based on the concept that a teacher is willing to exert efforts on behalf of both low and high achieving students. A teacher committed towards students is more likely to work with students in both curricular and extra-curricular activities which help students to connect to the institution and its academic activities. A committed teacher also enjoys working with students and has a strong desire to help each student develop his full potential. He recognizes that students vary in size,

colour, intelligence, background, interest and learning preferences. He is happy in helping each student progress through developmental tasks and programmes commensurate with the student's ability, interest and also plans and designs his lessons in a way that will meet the need of each student in class. Firestone and Pennell (1993) found that low level of teachers' commitment resulted in reduced students' achievement, less sympathy towards students, and lower tolerance for frustration in the classroom. Teachers who are not committed also develop fewer plans to improve the quality of their instructions and sometimes see teaching as a burden.

**iii. Teachers' Commitment to the Teaching Occupation or Profession:** Somech and Bogler (2002) stated that teachers' commitment to the teaching profession involves an affective attachment to the profession or occupation, which was associated with personal identification with the career and satisfaction as a teacher. Commitment to the occupation can be seen as important because it enables a teacher to develop the necessary skills and knowledge and relationships to have a successful career, regardless of the situations within the school. A teacher that is committed to the profession is expected to develop the necessary skills, relationships and good instructional practices to have a successful career. A teacher committed to the teaching profession will recognize and discharge his professional responsibilities to students, colleagues, administrators, parents and the community. He also becomes an active member of local, state, and national professional association and always ready to defend the occupation when necessary. He or she will also be interested in engaging in refresher courses that will help him or her stay abreast of happenings in the profession and global best practices in the profession.

**iv. Commitment to Outcomes or Objectives:** Reyes (1990) found that committed teachers are likely to believe in and act upon the goals of the institution, intend to remain as member of the institution, work harder, are less inclined to leave the workplace, devote more time to relevant activities in order to accomplish the goals of the institution, influence students' achievement, and exert efforts beyond personal interest. Somech and Bogler (2002) also suggested that highly committed teachers go beyond what is expected of them in their work. He is committed to ensuring that the goals of secondary education as stated in the National Policy on Education are achieved in all facets. He is committed to both short term and long term goals of students and schools.

However, this study will focus on three out of the four categories mentioned above. These are teachers' commitment to the institution, teachers' commitment to the students, Teachers' commitment to the teaching occupation or profession. It is believed that teachers' commitment to outcomes hinges on the other three categories. In or word, if a teacher has high level of commitment to school, to the teaching profession and to teaching and learning, it will definitely affects the commitment to goals and objectives set for the school or for students.

### **3. Methods**

#### **3.1 Research Design**

The design for this study was descriptive survey research design. This method enabled the researcher to investigate the level of teachers' job commitment and make report, recommendations and conclusion on the basis of the findings.

#### **3.2 Population for the Study**

The population for the study comprised 6,922 secondary school teachers and 466 principals in Osun State, Nigeria.

#### **3.3 Sample and Sampling Technique**

The sample of the study consisted of 756 respondents who were selected using simple random sampling technique. From the 30 Local Government Areas (LGAs) in the State, nine (LGAs) were selected using simple random sampling technique. From each of the nine LGAs selected from a maximum of 28 schools in the LGAs, four schools were selected also using simple random sampling technique. The principal of each of the 36 schools was used for the study. Twenty teachers were selected using simple random sampling technique from each of the 36 schools with a maximum of 25 teachers per school.

#### **3.4 Research Instrument**

Two adapted instruments from ( Mowday *et al.*, 1979; Meyer *et al.*, 2002) were used for the study; they were: Teachers' Job Commitment Questionnaire for Teachers (TJCQT) and Teachers' Job Commitment Questionnaire for Principals (TJCQP). The research instruments were made up of two sections 'A' and 'B' respectively. Part A of each section elicited information on the respondents' demographic data while part B contained sets of questions on the variable of the study. Section B was rated on four point Likert scales of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree. Both validity and reliability of the



instruments were done to ensure the appropriateness of the instruments. The reliability coefficient of 0.75 was obtained in the study. The research questions raised were answered using percentages.

#### 4. Results

**Research Question 1:** What is the level of teachers' job commitment to the teaching profession in secondary schools in Osun State?

**Table 1:** Responses of Principals and Teachers to Teachers' Commitment to the Teaching Profession

| VARIABLE   | LEVEL OF COMMITMENT |            |            |                  |           |          |
|--|---------------------|------------|------------|------------------|-----------|----------|
|  | Very Low            | Low        | High       | Very low         | Low       | High     |
|  | Teacher (N=720)     |            |            | Principal (N=36) |           |          |
| Teachers' Commitment to the Teaching Profession                      | N (%)               | N (%)      | N (%)      | N (%)            | N (%)     | N (%)    |
| Spend the rest of my career as a teacher                             | 79 (11.0)           | 313 (43.4) | 328 (45.6) | 21 (58.3)        | 10 (27.8) | 5 (13.9) |
| Inspired to teaching and not willing to quit teaching                | 83 (11.5)           | 267 (37.1) | 369 (51.4) | 5 (13.9)         | 26 (72.2) | 5 (13.9) |
| Proud of being called a teacher                                      | 315 (43.9)          | 251 (34.8) | 154 (21.4) | 21 (58.3)        | 15 (41.7) | 0 (0.0)  |
| Keenly interested in teaching with no intention of quitting teaching | 98 (13.7)           | 348 (48.3) | 274 (38.1) | 26 (72.2)        | 10 (27.8) | 0 (0.0)  |
| Encourage my children and friends to go into teaching                | 131 (18.3)          | 389 (54.0) | 199 (27.7) | 20 (55.6)        | 16 (44.4) | 0 (0.0)  |
| Contented with the choice of teaching career over other careers      | 39 (5.4)            | 324 (45.0) | 357 (49.6) | 26 (72.2)        | 10 (27.8) | 0 (0.0)  |

Source: Fieldwork, 2017

Table 1 shows the level of teachers' job commitment to the teaching profession in secondary schools in Osun State. The summary of percentage distribution of principals and teachers to teachers' commitment to the teaching profession showed very low commitment

36%, low commitment 44% and high commitment 20%. This signifies that the level of teachers' commitment to the teaching profession was low. Most of the teachers submitted that they were only in teaching profession because they could not get jobs in other professions and would not hesitate to quit teaching profession as soon there is an opportunity to do so. Low level of commitment to the teaching profession in the State may have been caused by poor salary scale compare to other professions, non-payment of salaries, lack of incentives and low recognition in the society among others. This low level of commitment to the teaching profession may affect productivity of teachers in schools as most of the teachers will prefer to dedicate quality of their time in searching for other jobs rather than dedicating the time in preparing for their students and professional development.

**Research Question 2:** What is the level of teachers' job commitment to teaching and learning in secondary schools in Osun State?

**Table 2:** Responses of Principals and Teachers to Teachers' Commitment to Teaching and Learning

| VARIABLES  | LEVEL OF COMMITMENT |            |            |                  |           |          |
|--|---------------------|------------|------------|------------------|-----------|----------|
|  | Very Low            | Low        | High       | Very Low         | Low       | High     |
|  | Teacher (N=720)     |            |            | Principal (N=36) |           |          |
| Teachers' Commitment to Teaching/Learning                  | N (%)               | N (%)      | N (%)      | N (%)            | N (%)     | N (%)    |
| Teaching and imparting of knowledge                        | 83 (11.5)           | 267 (37.1) | 370 (51.4) | 5 (13.9)         | 26 (72.2) | 5 (13.9) |
| Punctuality (rarely get late to class late or school)      | 125 (17.3)          | 293 (40.8) | 302 (41.9) | 10 (27.8)        | 26 (72.2) | 0 (0.0)  |
| Taking school work home in order to meet targets           | 124 (17.3)          | 302 (42.0) | 294 (40.8) | 0 (0.0)          | 31 (86.1) | 5 (13.9) |
| Spend extra hour after closing hour for students' progress | 83 (11.5)           | 316 (43.9) | 321 (44.6) | 5 (13.9)         | 26 (72.2) | 5 (13.9) |
| Spend personal money to buy teaching aides to              | 53 (7.3)            | 327        | 340        | 15 (41.7)        | 16        | 5        |

|  |               |               |               |           |              |            |
|--|---------------|---------------|---------------|-----------|--------------|------------|
| teach students   |               | (45.4)        | (47.3)        |           | (44.4)       | (13.9)     |
| Put great deal of effort beyond normal for success of students | 132<br>(18.3) | 389<br>(54.0) | 199<br>(27.7) | 20 (55.6) | 16<br>(44.4) | 0<br>(0.0) |

Source: Fieldwork, 2017

Table 2 shows the level of teachers' job commitment to teaching and learning in secondary schools in Osun State. The summary of percentage distribution of principals and teachers to teachers' commitment to teaching and learning also showed very low commitment 20%, low commitment 51% and high commitment 29%. This shows that large number of teachers in the State are not willing to impart knowledge as well as doing extra work to help students achieve their academic goals. Low commitment of teachers to teaching and learning could be traced to factors such as indiscipline among students, lack of resources for teaching and learning, unconducive classroom environment, poor salary, unfriendly school policies among other factors. This could portray danger for education in Osun State because the level of teachers' job commitment can determine the achievement of educational goals in schools.

**Research Question 3:** What is the level of teachers' job commitment to school in secondary schools in Osun State?

**Table 3:** Responses of Principals and Teachers to Teachers' Commitment to School

| VARIABLES  | LEVEL OF COMMITMENT |               |               |                  |              |              |
|--|---------------------|---------------|---------------|------------------|--------------|--------------|
|  | Very Low            | Low           | High          | Very Low         | Low          | High         |
|  | Teacher (N=720)     |               |               | Principal (N=36) |              |              |
| Commitment to School   | N (%)               | N (%)         | N (%)         | N (%)            | N (%)        | N (%)        |
| Personal feeling towards the problems confronting the school | 77<br>(10.6)        | 325<br>(45.2) | 318<br>(44.2) | 10<br>(27.8)     | 21<br>(58.3) | 5<br>(13.9)  |
| Emotionally attached to school and teaching profession       | 301<br>(41.9)       | 275<br>(38.1) | 144<br>(20.0) | 10<br>(27.8)     | 21<br>(58.3) | 5<br>(13.9)  |
| Service to school out of one's convenience                   | 93<br>(12.9)        | 374<br>(51.9) | 253<br>(35.2) | 5 (13.9)         | 10<br>(27.8) | 21<br>(58.3) |
| Discharge of duties without being supervised                 | 79<br>(11.0)        | 339<br>(47.1) | 302<br>(41.9) | 10<br>(27.8)     | 26<br>(72.2) | 0 (0.0)      |
| In agreement with the  |                     |               |               |                  |              |              |

|  |               |               |               |              |              |              |
|--|---------------|---------------|---------------|--------------|--------------|--------------|
| educational policies on important matters relating to employees and students in school | 274<br>(34.4) | 264<br>(36.7) | 208<br>(28.9) | 31<br>(86.1) | 5<br>(13.9)  | 0 (0.0)      |
| Acceptance of any type of job in order to be retained as a teacher in my school.       | 140<br>(19.4) | 345<br>(47.9) | 235<br>(32.7) | 10<br>(27.8) | 16<br>(44.4) | 10<br>(27.8) |

Source: Fieldwork, 2017

Table 3 shows the level of teachers' job commitment to school in secondary schools in Osun State. The summary of percentage distribution of principals and teachers to teachers' commitment to school reflects very low commitment 29%, low commitment 45% and high commitment 26%. This shows that teachers have low a level of commitment to their various schools and activities in their schools. It was further revealed that teachers do not have emotional attachment to their schools neither are they ready to do extra job for the progress of their schools. This could have been because of unequal work load among teachers, poor communication system in school, non-involvement of teachers in policies that affect them in school, poor working environment among other factors. Low level of commitment to school may make teachers in the school to have low level of enthusiasm in curricula and extra-curricular activities and may not be willing to contribute when necessary in order to move the school forward.

**Table 4:** Summary of responses by teachers and principals on the Levels of Teachers' Job commitment in Secondary Schools in Osun State, Nigeria

| Variables                                  | Very Low Commitment (N/%) | Low Commitment (N/%) | High Commitment (N/%) | Total (N/%) |
|--|---------------------------|----------------------|-----------------------|-------------|
| <b>Commitment to School</b>                | 219 (29%)                 | 340 (45%)            | 196 (26%)             | 756 (100%)  |
| <b>Commitment to teaching profession</b>   | 272 (36%)                 | 332 (44%)            | 151 (20%)             | 756 (100%)  |
| <b>Commitment to teaching and learning</b> | 151 (20%)                 | 386 (51%)            | 219 (29%)             | 756 (100%)  |

## **5. Discussion of Findings**

The results of the analysis of data on the level of teachers' job commitment showed that teachers in secondary schools in Osun State had low level of commitment. It was shown that teachers' commitment to teaching and learning was generally low. Also the results showed that teachers' commitment to school and teachers' commitment to the teaching profession were also low. It was observed that only a few teachers in secondary school in State had high level of commitment to teaching and learning, to their schools as well as to the teaching profession. The data analysed showed that most of the teachers were not willing to go extra mile in order for the educational goals of the school to be achieved. Not only that, most of the teachers saw teaching profession as a last option when they could not get jobs in other professions. It was therefore identified that most of the teachers would not hesitate to leave the teaching profession for other professions whenever there is opportunity to do so.

This low level of job commitment among secondary school teachers in the State may portray danger to the achievement of educational goals and objectives in the State and may have contributed to the abysmal performance of students in the West African Secondary School Examination (WASSE) during the period of this study. This may be so because various studies have traced students' achievement in schools to teachers' job commitment. Singh and Billingsley (1998) submitted that students' achievement deeply depend on teachers' commitment and low level of teachers' commitment reduces students' achievement. Celep (2000) also submitted that teachers' commitment is highly related to teachers' work performance which has a significant influence on students' achievement. Also, Cagri (2013) stated that commitment is highly related to teachers' work performance and teachers' commitment deeply contributes to future of students and schools. He added that committed teachers make a difference to the success of the school and the learning of the students.

Furthermore, the researcher's interaction with teachers in the schools selected revealed that teachers in public secondary schools in the State have only been collecting half salary for the past two years as a result of reduction in allocations from the federal government. It was also observed that most of the schools did not have conducive learning environment. Most of the classes were overcrowded and teaching resources were reportedly not available when needed. All these among other factors could have been responsible for low level of teachers' job commitment in the State. This corroborates the findings of Ernest and Felix (2013) who

submitted that poor working conditions, lack of motivation and low salary, increasing class size and poor motivation of students in class, inadequate support from parents, school heads, colleagues and the public, lack of provision of accommodation, lack of participation in decision making and inadequate learning and teaching materials will all reduce teachers' job satisfaction and commitment. They further stressed that if the factors that cause dissatisfaction among teachers are improved upon, teachers will not only be satisfied with job, but will be ready to work for their schools/ organizations. Also, Gilman (2017) reported that fair remuneration packages that related to teachers' labour input, opportunities for career development, a well-defined individual appraisal system, timely promotion, requisite workplace conditions, friendship and cooperation with coworkers and students as well as the respect of community members will enhance satisfaction and commitment in teaching. It was further stated that low level of teachers' commitment can lead to their search for other means to gain economically. It was then recommended that care should be given to address teachers' pertinent issues, especially salaries, workplace conditions, and timely promotion, to enhance teachers' physical and mental attachment to their workplaces.

## **6. Conclusion**

The study concluded that the commitment of teachers to the teaching profession, to school and to teaching and learning in secondary schools in Osun State was low. It also concluded that high level of teachers' commitment is sine qua non to the achievement of educational goals in any school.

### **6.1 Limitation to the Study**

In the course of gathering data for this study, the researcher encountered some challenges. These included reluctance of teachers and principals in filling the questionnaire and bureaucracy in getting permission in schools.

### **6.2 Suggestions for further Studies**

The outcomes of this study identified several areas in which research efforts can be focused in the future. For example, further research is needed in investigation gender and age differences in the level of commitment of teachers in the State. Research can also be done on factors leading to low level of teachers' commitment as well as relationship between management styles and teachers' job commitment in the State.

## 7. Recommendations

The study recommended that government and school owners must be proactive in addressing the fall in teachers' commitment in Osun State. Every strategy that can lead to increase in the level of teachers' job commitment should be adopted by government and school owners in the State. These strategies could include regular promotion, prompt payment of salaries and other emoluments, provision of adequate resources in schools, smooth interaction between principals and teachers, high level of discipline in school, involvement of teachers in decisions that affect them among others. All these hopefully will enhance the job commitment of teachers in secondary schools in Osun State which in turn may result in better performance of students in both internal and external examinations.

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## APPENDIX I

## TEACHERS' JOB COMMITMENT QUESTIONNAIRE FOR TEACHERS (TJCQT)

**Instruction:** Please tick the option that best describe your level of agreement or disagreement with the items in this section where SD=Strongly disagree, D=Disagree, A=Agree, SA= strongly agree

|    | <b>Commitment to the Teaching Profession</b>  | SD | D | A | SA |
|----|---|----|---|---|----|
| 1  | I will be very happy to spend the rest of my career as a teacher  |    |   |   |    |
| 2  | My aspiration is to be a teacher and to continue to be  |    |   |   |    |
| 3  | I am proud to tell people that I am a teacher   |    |   |   |    |
| 4  | If I could do it all over again, I would choose to work as a teacher  |    |   |   |    |
| 5  | I can encourage my children or friends to become teachers   |    |   |   |    |
| 6  | I am extremely glad that I chose teaching as a career over others I was considering at the time I joined.                               |    |   |   |    |
|    |   |    |   |   |    |
|    | <b>Commitment to School</b>   |    |   |   |    |
| 7  | I do not feel emotionally attached to this school and to teaching profession  |    |   |   |    |
| 8  | I really feel as if the problems of my school are my own  |    |   |   |    |
| 9  | I am willing to try my best to help my school even when it is not convenient  |    |   |   |    |
| 10 | I do my work to the best of my ability without supervision  |    |   |   |    |
| 11 | Often, I find it difficult to agree with educational policies on important matters relating to employees and students in my school.     |    |   |   |    |
| 12 | I would accept almost any type of job assignment in order to keep working as a teacher in my school.                                    |    |   |   |    |
|    |   |    |   |   |    |
|    | <b>Commitment to Teaching and Learning</b>  |    |   |   |    |
| 13 | I enjoy teaching my students and imparting knowledge  |    |   |   |    |
| 14 | I rarely get late to school and class   |    |   |   |    |
| 15 | I can carry school work home in order to meet targets   |    |   |   |    |
| 16 | I do not mind working after school hours for the progress of my school and my students  |    |   |   |    |
| 17 | I can use my personal resources to buy teaching aides to teach my students  |    |   |   |    |
| 18 | I am willing to put in a great deal of effort beyond that normally expected in order to help my school and my students to be successful |    |   |   |    |

**APPENDIX II**

**TEACHERS' JOB COMMITMENT QUESTIONNAIRE FOR PRINCIPALS(TJCQP)**

**Instruction:** Please tick the option that best describe your level of agreement or disagreement with the items in

this section where SD=Strongly disagree, D=Disagree, A=Agree, SA= strongly agree.

|    | <b>Commitment to Teaching Profession</b>  | SD | D | A | SA |
|----|---|----|---|---|----|
| 1  | I believe my teachers will be very happy to spend the rest of their career as teachers  |    |   |   |    |
| 2  | I believe the aspiration of my teachers would be to continue to be teachers   |    |   |   |    |
| 3  | I believe my teachers are always proud to tell people that they are teachers  |    |   |   |    |
| 4  | I believe if my teacher could do it all over again, they would choose to work as teachers   |    |   |   |    |
| 5  | I believe my teachers can encourage their children or friends to become teachers  |    |   |   |    |
| 6  | I believe my teachers are always extremely glad that they chose teaching as a career over others they were considering at the time they joined teaching.            |    |   |   |    |
|    |   |    |   |   |    |
|    | <b>Commitment to School</b>   |    |   |   |    |
| 7  | I believe my teachers feel as if the problems of my school are their own  |    |   |   |    |
| 8  | I believe my teachers feel emotionally attached to this school and to their students  |    |   |   |    |
| 9  | I believe my teachers are always willing to try their best to help my school even when it is not convenient for them  |    |   |   |    |
| 10 | I believe my teachers usually do their work to the best of their ability without supervision  |    |   |   |    |
| 11 | I believe my teachers often find it difficult to agree with educational policies on important matters relating to teachers and work in this school.                 |    |   |   |    |
| 12 | I believe my teachers would accept almost any type of job assignment in order to keep working as teachers in this school.   |    |   |   |    |
|    |   |    |   |   |    |
|    | <b>Commitment to Teaching and Learning</b>  |    |   |   |    |
| 13 | I believe my teachers enjoy teaching their students and imparting knowledge   |    |   |   |    |
| 14 | I believe my teachers rarely get late to school and class   |    |   |   |    |
| 15 | I believe my teachers can carry school work home in order to meet their targets   |    |   |   |    |
| 16 | I believe my teachers do not mind working after school hours for the progress of the school   |    |   |   |    |
| 17 | I believe my teachers can use their personal resources to buy teaching aides to teach their students  |    |   |   |    |
| 18 | I believe my teachers are always willing to put in a great deal of efforts beyond that normally expected in order to help the school and students to be successful. |    |   |   |    |