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ASSESSMENT OF THE RELATIONSHIP BETWEEN TEACHERS' COMMITMENT AND STUDENTS' ACADEMIC PERFORMANCE IN GOMBE STATE SENIOR SECONDARY SCHOOLS, NIGERIA

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Introduction

For a nation to achieve a meaningful success in its developmental task educationally, reasonable attention must be given to teachers with a view to ensure commitment to his/her job of imparting knowledge. Hence it is widely expected that teachers' commitment to their job determines the quality of their product. It is equally assumed that success of any organisation depends on the staff's level of commitment. AbdulRaheem (2009) is of the opinion that high level of students' achievement therefore requires dedicated

Abstract

This study assessed the relationship between teachers' commitment and students' academic performance in Gombe State Senior Secondary Schools. Three research questions and one hypothesis were raised and tested. Theory of Compliance System was adopted from the works of Etzioni (1961). Survey and Correlational design were adopted for this study. All the 155 Senior Secondary Schools in Gombe State and 162,365 students formed the population of this study. A Cluster Stratified Sampling technique were used to sample 21 schools and 17,136 students. The respondents were 3,388 teachers in the Senior Secondary Schools of Gombe state out of which 164 were Sample using a proportionate sampling techniques. A self-developed instrument titled 'Teachers' Job Commitment Questionnaire (TJCQ) for

Teachers and principals as well as Profoma for collection of Students' Academic Performance in SSCE (WAEC) for the period of 2013-2015. Findings of this study revealed that teachers are committed to their jobs but the level of commitment is moderate, level of Students' Academic Performance is very low and the relationship between Teachers' Commitment and level of Academic Performance are negatively correlated. It was recommended among others that principals should ensure that Teachers come to school daily, teach their lesson and keep proper records of their students to enhance more commitment.

Keywords: *Teachers' commitment, Extent of teachers' commitment, Academic performance, Students' academic performance*

Teachers who will contribute effectively to the assigned task of imparting knowledge and mentoring of learners with a view to effectively mould them for future challenge.

Bukar and Ibbi (2002) stressed that if a teacher must discharge his or her function effectively, he/she must be committed. Commitment to them is the orientation of the teaching staff to the school organisation, it is the extent of their willingness to exert effort on behalf of the school organisation and maintain their membership. Cohen (2003) saw commitment as one's attitude to work, which includes effect, belief and behavioural intention toward one's work. Several variables can determine the level of teachers' commitment to school, this includes the interaction between teachers, relationship between teachers, relationship between teachers and students, the quality of work done by the teachers and the working environment.

Secondary education is the education children receive after primary education and before tertiary stage. (FGN, 2013). Secondary education is an important component of an individual's; it occupies a strategic position in the structure of the three levels of the nation's education system. It is vested with the responsibility of preparing youths for useful living within the society and also preparing them for higher education (FGN, (2013). Secondary education in Nigeria ends with a national examination; Senior Secondary Certificate Examination (SSCE). The performance of students in SSCE determines a students' progress academically; to university or to middle colleges.

Students' Academic Performance is very important because it is the major criterion by which the effectiveness and success of any educational institution could be judged. Academic achievement is the fundamental criterion by which all teaching and learning activities are measured using some standard of excellence and the acquisition of particular grades in examination measures candidates' ability, mastery of the contents, skills in applying the knowledge acquired to a particular situation (Aremu, 2001).

Records from the Ministry of Education, department of school services (2014), revealed that there were one hundred and fifteen (115) Senior Secondary Schools in Gombe State, these schools are spread across the three (3) senatorial zones in the state. The total number of teachers in Gombe State as at the time of this findings were three thousand three hundred and eighty-eight (3,388) and a total number of one hundred and sixty-two thousand, three hundred and sixty-five (162,365) students.

Despite the priority placed by government on education sector there is no corresponding results in terms of academic performance of students at the end of their Secondary School Education in Gombe state. The State is considered as one of the academically disadvantaged state in the country as shown through the performances of the students in the Senior Secondary School Certificate Examination of the years under review. This is indicated by the records obtained from Statistics and Planning Department of the Gombe State Ministry of Education (2014). This poor performance adversely affects their chances of direct entry into the university and other institutions of higher learning. Results from the Department of Statistics and Planning, of the Ministry of Education of Gombe State (2016) revealed the trend of Students' Academic achievements at the Senior Secondary Certificate Examination (SSCE) from 2013-2015 in this order; In the year 2013, sixteen thousand and sixty-three (16,063) students sat for the SSCE examination, and only one hundred and seventy (170) passed, which represents 1.06% of the total number of candidates who sat for the SSCE examination.

In the year 2014, fourteen thousand eight hundred and fifty-seven (14857) students registered and sat for the examination, out of which two hundred and ninety-seven passed (297) students passed which represents 1.99% of the total number of students who sat for the examination. In the year 2015, fifteen thousand six hundred and fifteen (15615) students sat for SSCE, out of which six hundred and two (602) passed with five credit including Maths and

English representing 3.86% of the total population. This results indicate that the overall performance of the students at the SSCE for the year under review was 3.86% which is in the year 2015, which is very low and this poses a serious challenge to students, parents, teachers and educational policy makers in the state on how to address this problem, hence the question is does teachers commitment affects academic performance of students in senior secondary schools of Gombe State?

Teachers' Commitment to the teaching profession remains vital in the education management process, based on that, the Federal Government of Nigeria in the National Policy on Education (2013) states that 'among other things Teachers' Education is designed to achieve the purpose of the teaching profession. A committed teacher therefore is the one that is proud and never ashamed to tell people that he/she is a teacher, is punctual to school and devote his / time to the work, feels bad whenever things goes wrong in the organisation and keeps proper records of his students. However, there seem to be little or no effort on the part of the government to encourage and motivate teachers to put in their best that will enhance their performance. These lack of motivation includes, lack of good salary, lack of incentives, lack of promotion and the like, this contributes in making the moral of teachers to be low which may affect their commitment to job.

Problem of the study

Declining performance of students over the years in Gombe state may not be unconnected with the level of commitment of teachers in the areas of punctuality, record keeping, planning of lesson and lesson notes, regular lesson attendance and predisposal to related academic responsibilities. The researcher observed over years that teachers seems not satisfied on their job, the reason for their dissatisfaction could include poor condition of service, lack of promotion, delay in payments of salaries among others. It is good to suggest that when teachers are not happy on their job they may not be committed to it. It is against this background that the study investigated the relationship between Teachers' extent of Commitment and Academic Performance in Senior Secondary Schools of Gombe State, Nigeria.

Objectives of the Study

The study determines the:

- i. Extent of Teachers' Commitment to Teaching Job in Gombe State Senior Secondary Schools
- ii. Level of Academic Performance in SSCE (WAEC) in Gombe State Senior Secondary Schools.
- iii. Relationship between Teachers' Commitment and Academic Performance in Gombe State Senior Secondary Schools

Study Hypothesis

The following null hypothesis was tested;

Ho There is no significant relationship between Teachers' Commitment and Academic Performance in Gombe State Senior Secondary Schools.

Methodology

Survey and Correlational design were adopted for this study. A survey Correlation seeks to establish a relationship between two or more quantifiable variables for making prediction. (Osuala, 2001). All the 155 Senior Secondary Schools in Gombe State and 162,365 students formed the population of this study. A Cluster Stratified Sampling technique were used to sample 21 schools and 17,136 students. The respondents were 3,388 teachers in the Senior Secondary Schools of Gombe state out of which 164 were Sample using a proportionate sampling techniques. Cohen, Manion & Morrison (2007) maintained that, for populations of equal heterogeneity, the larger the population the larger the sample that must be drawn.

The instruments that was used for the data collection was a self-developed questionnaire titled 'Teachers' Job Commitment Questionnaire (TJCQ) for teachers and principals and Profoma for collection of Students' Academic Performance in SSCE (WAEC) for the period of 2013-2015. Ibi and Aji (2016) assert that questionnaire is a device for getting answers to questions by using a form which the respondents filled by himself, questionnaires attempt to get the feelings, beliefs, experiences or activities of respondents. The questionnaire comprised of two sections. The first section dealt with information on personal data, such as, school, sex, qualification, experience while Section B, covers the questions on Organizational Commitment Scale (OCS) which was made up of fifteen (15) item questions that measure the

extent to which teachers are committed to their organisations. The performance of students in SSCE who obtained five credits and above including Mathematics and English in the year 2013-2015 was collected using proforma designed by the researcher for the Sampled Senior Secondary Schools. Descriptive statistic of frequency counts, percentage mean and standard deviation was used to answer the research questions. Teachers' Commitment and Academic performance was determined using Pearson Product Moment Correlation Coefficient

Data Analysis and Results

Data were analysed and presented according to the research question raised and tested hypothesis.

What is the Level of Academic Performance in Gombe Senior Secondary Schools?

Based on the research question raised, the records of Academic Performance of Students were analysed by determining the percentage passed and the percentage failed in all the senatorial zone as shown in table 1

Table 1 Results of Percentage Distribution on Students' Academic Performance in WAEC between 2013-2015 Academic Sessions

Senatorial Zone	Year	Registered Students	Students Passed	(%) passed	Students Failed	(%) failed
Gombe Central	2013	2645	05	0.19%	2640	99.81%
	2014	2225	04	0.18%	2221	99.82%
	2015	2244	140	6.24%	2104	93.76%
Gombe North	2013	991	02	0.20%	989	99.80%
	2014	833	05	0.60%	828	99.40%
	2015	969	10	1.03%	959	98.97%
Gombe South	2013	1970	06	0.31%	1974	99.69%
	2014	1861	02	0.11%	1859	99.89%
	2015	1746	32	1.83%	1714	98.17%

Source: field work 2018

The result in table 1 showed the variation in the Academic Performances of Students from the year 2013- 2015. In Gombe Central: In the year 2013, 2,645 students registered and sat for the examination out of which five (5) students

passed with five credits including Maths and English representing 0.19% passed and 99.81% failed. In the year 2014, 2,225 registered and sat for the exams out of which four (4) students passed which represents 0.18% passed and 99.82% failed. In the year 2015, 2,244 registered and wrote the exams only 140 students passed, representing 6.24% passed and 93.76% failed.

Gombe North: In the year 2013, 991 candidates registered and sat for the exams out of which two (2) students passed which shows 0.20% passed and 99.80% failed. In the year 2014, 833 students sat for the exams out of which five (5) students passed, representing 0.60% passed and 99.40% failed. In the year 2015, 969 students sat for the WAEC and ten (10) students passed representing 1.03% passed and 98.97% failed.

Gombe South: In the year 2013, 1970 students wrote the exams out of which six (6) students passed which represents 0.31% passed and 99.69% failed. In the year 2014, 1,861 candidates sat for the exams out of which two (2) students passed, representing 0.11% and 99.89% passed. In the year 2015, 1,746 students sat for the exams out of which 32 passed, representing 1.83% passed and 98.17% failed.

The trend of academic performance showed that in Gombe Central: In the year 2013-2014 there was a decrease of one percent (1%) passed and increase of one percent (1%) failed in the level of academic performance, again between 2014-2015 there was an increase of 6.06% passed and a decrease of 6.06% failed in the level of academic performance. In Gombe North: In the year 2013-2014 the level of percentage passed increased from 0.20% - 0.40% while the level of percentage failed falls from 99.80% - 99.40%. In the year 2014 -2015, there was an increase in the level of percentage passed from 0.60% - 1.03% and a decrease in the level of percent failed from 99.82% - 98.97%.

In Gombe South: In the 2013 - 2014 the trend of academic performance changed as there was a fall in the level of percentage passed from 0.31% - 0.11%. Then through 2014 - 2015 the level of percentage passed rose from 0.11% - 1.83% while the percentage failed dropped from 99.89% - 98.17% respectively. Thus, these results indicated a significant fall and rise in the level of performance and this could be attributed to the level of commitment of teachers in Gombe State.

The null hypothesis which state that there is no significant relationship between Teachers' Commitment and Students' Academic Performance were

tested using Pearson Product Moment Correlation Coefficient as presented below

Table 2. Result of Pearson Product Moment Correlation on Relationship between Teachers' Commitment and School Academic Performance

Variable	N	Mean	SD	r-value	P-value	Decision
Teachers' Commitment	21	53.81	13.07	0.23	0.003	Sig.
Academic Performance	21	59.85	3.46			

**. Correlation is significant at 0.05 level.

Source: field work 2018

Results from Table 2 indicated that r -value = 0.23 ($P = 0.003$) which suggested that there is a significant relationship between teachers' commitment and level of academic performance in Gombe state senior secondary schools. This means that the null hypothesis which says there is no significant relationship between teachers' commitment and level of academic performance has been rejected. This implies that the commitment of teachers is slightly low as presented in the table that is why the performance of students is low but where we have high level of commitment as predictor of academic performance, it is expected that it could enhance academic performance.

Summary of Findings

The study revealed the following:

1. That Teachers in Gombe State Senior Secondary Schools are committed to their jobs but the level of commitment is moderate
2. That the level of Students' Academic Performance in Gombe State Senior Secondary Schools is very low.
3. That the relationship between Teachers' Commitment and level of Academic Performance are negatively correlated and related.

Discussion

The study examined the relationship between Teachers' Commitment and level of Academic Performance in Senior Secondary Schools of Gombe state.

The study relied on the theory of Compliance System propounded by Etzioni (1961). Consequently, the study ran on two basic Research Questions and one null Hypothesis that expressed the extent of Teachers' Commitment, level of Academic Performance and relationship between Teachers' Commitment and Academic Performance in Senior Secondary Schools of Gombe State. The study used Survey and Correlational Design and Pearson Product Moment Correlation Coefficient was used to establish the relationship between Teachers' Commitment and level of Academic Performance in Gombe State Senior Secondary Schools.

The study examined the extent of Teachers' Commitment based on the Research Question 1: What is the extent of Teachers' Commitment in Senior Secondary Schools of Gombe state? The findings in respect of research question one showed that the level of Teachers' Job Commitment in Gombe State Senior Secondary Schools is significantly low as indicated in the r-value (0.23) and p-value (0.003). This means that Teachers' in Senior Secondary Schools of Gombe state are dedicated to their primary responsibilities such as being punctual to school, writes their lesson plan/ lesson notes daily, keep proper records of students' progress, engaged in co-curricular activities and are ready to put in their best whenever work is assign to them even at odd hours. They also exhibit high standard of work performance and encouraged students to participate in school activities, they are academically and professionally trained, with over 70% of the teachers agreeing to these statements. However, teachers are not happy and proud to tell others about the organisation and are not happy also to have chosen the school organisation to work with over others with over 60% of the teachers also agreed to the statement or fact. These findings agree with the assertion of Muthah (2015) who testified that when teachers are not satisfied on their job they tend not to perform well. The findings also confirm the theory of Etzioni (1961) that the commitment of an employee ranges from high to low and the direction of commitment can be either positive or negative. More so, the result concurs with other earlier studies on Teachers' Commitment by Ligaya, Ham and Min (2015) which showed that Teachers are committed to job and organization. In the same vein, Mart (2013) in his studies concluded that teachers with high level of commitment will be more loyal to school where they work and contributes to students' achievement effectively. Xiao and Wilkins (2015) in their studies on effect of lecturer commitment on students'

satisfaction in Chinese higher education discovered that Lecturer Commitment and Students' Academic Achievement are positively related and correlated.

Studies conducted by Abarikanndu (2012) further confirms that motivational strategies given to teachers like in-service training can upgrade the potentiality and competency of the teaching staff to be more supportive, participative in the achievement of organisational goals, which means that the more teachers are motivated and encouraged on the job the more they will be committed to their primary responsibilities. This implies that the teachers in Gombe state are not given proper motivation that is why the performance of the students is very low.

Amadi (2008) has also concluded that attending workshops, conferences and seminars improves teachers' commitment and performance in teaching which invariably translates into the students' performance. Abraham and Keith (2006) noted that teachers are the key drives of effective school change which would arrest the decline in academic performance.

It was found in this study that the level of Academic Performance of Senior Secondary Schools has recorded a drastic fall over the years except between the year 2014 -2015 that there was a mild rise in the academic performance. This concur with the findings of Mohammed (1995) who investigated into the Factors affecting Students' Performance in Mathematics in SSCE in Borno State. The researcher observed that the standard and quality of education at all levels throughout all the country is not only unsatisfactory but also declining. He further added that the continuous rise in the failure rate of candidates in the Senior Secondary School Certificate (SSCE) which exposes the nation to continues failure, cautioned that the situation if not corrected might bring the nation to a halt on its path to economic development.

Teachers are said to play an imperative role in the quality of education offered in schools, they are indispensable element in the teaching and learning process. Therefore, efficient management and utilisation of teachers is critical to the quality of learning in terms of academic performance (Celep, 2000). Based on this fact therefore one may not be wrong to say that the low level of academic performance in Gombe state is connected with the level of commitment of teachers to their teaching job, as the professional practice of teaching needed continuous motivation but the findings revealed that teachers are not happy on their job, and are not happy to have chosen the

school organisation to work with over others which clearly shows lack of satisfaction and motivation on their job, thereby affecting their commitment to job. Celep (2000) discovered a steady relationship between Organisational Commitment and having pride in being part of the school and working group which means that when employees are committed to their work they will always be proud to be part of the organisation.

In the same vein, Boylan and Meswan (2000) in their studies found that academic staff teaching experience and training were found to be best predictors of commitment because they discovered that teaching staff who served under experienced and well trained principals were found to be more committed, this invariably implies that teachers who are not well trained will not be committed and may not remain with the organisation to gain experience.

In contrast to these views and opinions. Nasri and Ahmed (2006) studied other factors that affects level of academic performance at the college of Business and Economics at United Arab Emirates University. The result showed that the more important factor which positively influenced academic performance are students' competence in English language and class participation, it also showed that the most important factors that influenced them negatively were classes and credit hours achieved.

The findings reject the null hypotheses which says there is no significant relationship between Teachers' Commitment and Academic Performance, maintaining that there is a significant relationship between Teachers' Commitment and Academic Performance in Senior Secondary Schools of Gombe State. This indicates that Teachers' Commitment has a link with Academic Performance which invariably means that if teachers are more committed to their job it will have enhance Academic Performance and vice-visa, this is also in line with the findings of Ndifon and Ukpepi (2014) which revealed a significant relationship between primary school teachers' commitment to work and students' performance in English language, Mathematics and Primary Science. Elliot and Crosswell (2001) confirms also that commitment and engagement have been identified as among the most critical factors having an important factor on education.

In the same vein AbdulRaheem (2009) in his study established the fact that teachers' commitment achieved a high degree in mean and percentage, commitment to teaching work domain achieved the first rank, commitment

to work group achieved the second rank and achievement to teaching occupation achieved the third and commitment to school achieved the fourth rank. Indicating that there is a significant relationship between Teachers' Commitment and Academic Achievement.

Conclusions

Based on the findings and within the limitations of this study, it was concluded that Teachers' extent of Commitment in Gombe State Senior Secondary School is moderate and level of Academic Performance is very low. It was also concluded that Teachers Commitment and Academic Performance in Gombe State Senior Secondary Schools is negatively Correlated and related.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Principals in Gombe Senior Secondary Schools should ensure that Teachers come to school daily, teach their lesson and keep proper records of their students to enhance more commitment.
2. Government of Gombe state should take appropriate measures that will lead to improved Academic Performance of students in the state
3. The Government of Gombe state should be able to identify the needs of their Teachers and satisfy such needs to enhance more commitment

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