



SCHOOL MANAGEMENT TECHNIQUES AND TEACHERS' JOB COMMITMENT IN SECONDARY SCHOOLS IN IKOM EDUCATION ZONE, CROSS RIVER STATE, NIGERIA

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Abstract

This study examined school management techniques as correlates of teachers' job commitment in secondary schools in Ikom Education Zone of Cross River State, Nigeria. To achieve this, correlational design was adopted for the study. The population of this study comprise all 1,494 teachers in the 112 public secondary schools in Ikom Education Zone of Cross River State. The sampling technique used for this study is the stratified random sampling technique. The study sample was made up of 373 teachers drawn from 28 schools randomly selected public secondary schools in the six local government areas in the study area. A questionnaire titled: School Management Techniques and Teachers' Job Commitment Scale (SMTTJCS), was used for data collection in this study. The research instrument was subjected to face and content validity. To determine the reliability of the instrument, Cronbach Alpha reliability estimate was utilized. Multiple linear regression was adopted to test the null hypothesis stated. The result of data analysis revealed that there is significant composite contribution of school management techniques on teachers' job commitment in public secondary schools. Based on the result of the study, it was concluded that in order to improve the level of teachers' commitment in public secondary schools in Ikom Education Zone of Cross River State, there is need for principals to adopt appropriate managerial techniques and proficiency to arouse teachers' morale towards improved job commitment in secondary schools. It was recommended among others that instructional supervisors should make conscious efforts to provide timely feedback to teachers on their performance.

Keywords: Management, techniques, motivation, decision-making, commitment

Introduction



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 process. 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 multidimensional 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) as cited by Akinwale and Okotoni (2019) 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) thinks that teachers' commitment is one of the major professional characteristics that influence an educators' success.

Meyer and Allen (2020) as cited by Ochoyi (2023) asserted that job commitment in an organization could be viewed in three major dimensions: Continuance Commitment; Normative Commitment; and Affective Commitment. They held that affective commitment means an employee's emotional attachment to, identification with and involvement in the organization, while continuance commitment deals with one's awareness of the material and psychological costs associated with staying/leaving the present organization. The normative component is an employee's ideology or a sense or feeling of obligations towards the organization and the individual's moral belief that it is right and moral to continue within the organization. Specifically, teachers' job commitment can be

conceptualized to mean their willingness to continue working in the school system because they need to do so. For instance, if a teacher has worked for several years in the school system, he tends to accumulate experience and classroom-specific skills which are too costly to lose. Also, when a teacher feels that he or she does not possess the necessary skills to compete for a job in any other field, then the teacher tends to develop continuance commitment and becomes more committed to the school system because of the limited opportunities and alternatives out there (Continuance Commitment).

Similarly, normative commitment could be achieved when a teacher feels that the school system has invested a lot of time and money in training and developing him. He might therefore develop a moral obligation to continue to provide his services to the school. For instance, when teachers are sponsored to acquire higher degrees outside the country, to improve their skills and performances, they might feel obligated to the school system by increasing their level of involvement in school activities. Whilst affective commitment is when a teacher's own values are consistent with the school's values, the teacher would be able to identify and be involved with the school activities and assimilate the values and goals of the school. In the views of Craig and Pinder (2014) as cited by Ochoyi (2023), affective commitment has been linked to a wide range of positive outcomes in relation to absenteeism, turnover, organizational behavior and job performance in the organizations. A signal of affective commitment in the school system is usually observed through reduced absenteeism, reduced turnover, support to school administrative heads and excitement to deliver instructions which often results to classroom effectiveness.



However, students' performance and wellbeing in schools, schools' growth and success as well as educational development in Ikom Education Zone of Cross River State may not 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 as cited by Akinwale & Okotoni, 2019).

Regrettably, some teachers in public secondary schools in Ikom Education Zone of Cross River State exhibit undesirable organizational behaviours such as frequent absenteeism, disengagement from official duties, leaving school before the closing hour, and procrastination in teaching students which may indicate laxities in their job commitment. Similarly, the scenarios of some teachers sneaking out of school during official hours to attend to their personal affairs, presenting ill-prepared lessons, exhibiting poor role models to students, and absenting from school and classes makes one wonder if they are committed to their

job in secondary schools. Some teachers go as far as disobeying their administrators when assigned a duty to perform, poor note writing, and many other unethical behaviours. The researcher also noted that in some public secondary schools, some teachers are not punctual to school, do not use appropriate teaching aids, nor apply appropriate teaching method for instructional delivery in the classroom, and hardly give or assess students' assignments. Some teachers were observed to have recorded what they have not taught students in their record of work, give their lesson notes to class prefects to copy for students while they are busy involved in petty trading within the school premises. Some teachers only mark attendance register once in the morning and are rarely seen disciplining students who erred. These poor commitment tendencies of most teachers in the area have contributed to the fall in the standard of education and the poor academic performance of students in both internal and external examinations.

It is however pleasing to observe that the present government at the State level are embarking on massive renovation of secondary schools. It is hoped that these improved infrastructural facilities will be complemented with other necessary facilities in order to improve the work environment of the teachers for greater job commitment. With all these developments in place, one expects secondary school teachers to be committed to their jobs. However, the reverse is the case in the area of study and demands urgent attention.

However, the perceived uncommitted attitude of teachers towards their job could be connected to deficiencies in managerial competences of principals in public secondary schools in Ikom Education Zone of Cross River State. Anyakora (2021) noted



that rampant cases of exam-malpractices, misconduct of staff, diverting of funds, poor record-keeping and infrastructural decay could be traceable to the administrative incompetence of some secondary school principals. Similarly, Obi, Ogbunode and Chukwudolue (2022) noted that incidences of unacceptable behaviours like examination malpractices, absenteeism, lateness to school, teachers doing private business at official time, drug addiction, and loitering of teachers and students put serious doubt in managerial competences of principals in public secondary schools. Manafa (2018) noted that some principals rarely listen, use abusive and unclear languages in communicating with members of staff thereby bringing confusion, tension and conflicts in the school. The inabilities of principals to communicate effectively could create misunderstanding, mistrust, confusion, tension and rumour which build unfavourable work environment that could adversely affect the job commitment of teachers in public secondary schools in Ikom Education Zone of Cross River State. The activities of teachers which are irregular monitored could make some of them exhibit undesirable work attitude in secondary schools. The teachers that are not well-motivated could be demoralized in performing their duties. These motivated this present study.

Statement of the problem

Teachers' commitment has been observed to be grossly inadequate in public secondary schools in Ikom Education Zone of Cross River State. This is reflected in form of rampant absenteeism, late coming, failure to assess students' work in time, part-time teaching in more than two schools to top up their salary, need, and satisfaction, negligence in examination malpractice by students and low performances among others, have always raised a public concern.

Consequently, the desire and the ultimate goal of education in secondary schools seem to be in jeopardy.

It is disheartening seeing some teachers showing lackadaisical attitude towards their works. It seems obvious that secondary schools across the area are characterised by teachers who show no commitment to their works and this is manifested in their non-challant attitude towards lesson note preparation, class attendance, poor monitoring of pupils' activities, poor teaching methods, absconding from duties and many other behaviours that negate the ethics of the profession. The seeming lack of teachers' job commitment results in frequent teacher absenteeism from school, aggressive behaviour towards colleagues and learners, early exit from the profession and psychological withdrawal from the work. All of these negative results lead to poor quality teaching and poor achievement of goals.

These behaviours seem to point out that school management has failed on their part. There seems to be no management techniques employed by principals to help checkmate teachers' activities in the school. These could possibly explain the level of truancy observed among teachers. To find answers to these unwelcomed developments found among teachers in public secondary schools, the study examined school management techniques as correlates of teachers' job commitment in secondary schools in the Ikom Education Zone of Cross River State, Nigeria.

Objectives of the study

The purpose of this study was to investigate the composite contribution of school management techniques (instructional supervision, staff motivation, participatory decision-making, and human relation



practice) and teachers' job commitment in secondary schools in Ikom Education Zone, Cross River State, Nigeria.

Hypotheses

There is no composite contribution of school management variables on teachers' job commitment in secondary schools.

Methodology

The research design adopted for the study is correlational design. The population comprised all 1,494 teachers in 112 secondary schools in Ikom education zone of Cross River State. The stratified and simple random sampling techniques were used to select 25% of teachers totaling 373 were selected as sample for the study drawn from 28 public secondary schools in the six local government areas in the study area. A researcher-structured questionnaire titled: "School Management Techniques and Teachers' Job Commitment Scale (SMTTJCS)" was used for data collection in this study. The instrument is divided into two parts, section A and section B. Section A consists of twenty-four (24) items in a four-point Likert scale designed to measure school management techniques (instructional supervision, staff motivation, participatory decision-making and human relationship practice). Each variable was measured using six (6) items and each item had four options ranging from Strongly Agree (SA), Agree (A) to Disagree (D) and Strongly Disagree (SD). Section B consists of eighteen (18) items in a four-point Likert scale to measure teachers' job commitment (affective, normative and continuance commitment).

The research instrument was subjected to face and content validity by experts in test, measurement and evaluation. To determine the reliability of the instrument, Cronbach Alpha reliability estimate was utilized which

gave a reliability index of 0.78. Multiple linear regression was adopted to test the null hypothesis stated.

Results

There is no significant composite contribution of school management techniques on teachers' job commitment. The predictor variables in this hypothesis are instructional supervision, staff motivation, participatory decision-making and human relationship practice, while the criterion variable is teachers' job commitment in public secondary schools in Ikom Education Zone, Cross River State. To test this hypothesis, Multiple Regression analysis was used to analyze the data. The result of data analysis is presented in Table 1 and Table 2. Table 1 shows that the analysis of variance in the regression output produced an F-ratio of 25.548 ($p < .05$), which is statistically significant at .05 probability level (critical $F_{[6, 359]} = 2.124$). This means that the predictor variables (instructional supervision, staff motivation, participatory decision-making and human relationship practice) are jointly potent in significantly predicting the variance in the criterion variable (teachers' job commitment in public secondary schools in Ikom Education Zone of Cross River State). The result also shows a multiple regression coefficient (R) of .747 and a coefficient of determination (R^2) of .558. This implies that 55.8% of the variance in teachers' job commitment in public secondary schools in Ikom Education Zone of Cross River State is attributed to the variation in the all the school management techniques variables considered in this study.

This means that 44.2% of the variation in teachers' job commitment in public secondary schools in Ikom Local Government Area of Cross River State is attributed to other variables extraneous to



the study. In the whole, given that F-value is 25.548 ($p < .05$) and R and R^2 are .747 and .558, which indicates that the multiple correlation coefficient differs significantly from zero, indicating a significant association between the predictor variables and the criterion variable, the last hypothesis is rejected. This means that there is significant composite contribution of school management techniques on teachers' job commitment in public secondary schools in Ikom Education Zone of Cross River State.

To find the relative contribution or predictive strength of the of predictor variables (instructional supervision, staff motivation, participatory decision-making and human relationship practice) in predicting the total variance in teachers' job commitment in public secondary schools in Ikom Education Zone of Cross River State, a test of regression weight was carried out and the result is shown in Table 2. Table 2 indicates that participatory decision-making

($t = 5.285$, $p < .05$) is the strongest predictor of the variance in teachers' job commitment in public secondary schools in Ikom Education Zone of Cross River State. The second strongest predictor is staff motivation ($t = 4.532$, $p < .05$), then instructional supervision ($t = 4.224$, $p < .05$), while human relationship practice ($t = 1.674$, $p > .05$) did not contribute significantly to the variance in teachers' job commitment in public secondary schools in Ikom Education Zone of Cross River State in the Multiple Regression model. Thus, the Multiple linear regression model was fitted based on the results of hypothesis.

Teachers' job commitment generally:

$$TJC_g = 0.200_{IS} + 0.223_{SM} + 0.252_{PDM} + 0.078_{HRP} + 3.9064$$

Where;

IS = Instructional supervision

SM = Staff motivation

PDM = Participatory decision making

HRP = Human relationship practice

Table 1: Summary of multiple regression analysis of the relationship between school management techniques and teachers' job commitment in public secondary schools.

Model	Sum of squares	Df	Mean square	F ratio	p-level
Regression	2339.181	6	389.863	25.548	.000 ^b
Residual	5478.352	359	15.260		
Total	7817.533	365			

$R = .747^a$ $R^2 = .558$ $\text{Adj } R^2 = .288$ $\text{Std. Error} = 3.9064$

a. Predictor variables: (Constant), instructional supervision, staff motivation, participatory decision-making and human relationship practice

b. Criterion variable: Teachers' job commitment in public secondary schools in Ikom Education Zone of Cross River State

Table 2: Regression weights of the predictor variables

Variables	B	Std. Error	Beta	t	p-value	Rank
Constant	21.535	2.887		7.460	.000	
Instructional supervision	.395	.094	.200	4.224	.000	3 rd
Staff motivation	.426	.094	.223	4.532	.000	2 nd
Participatory decision-making	.510	.096	.252	5.285	.000	1 st
Human relation practices	.153	.092	.078	1.674	.594	4 th



- a. Predictor variables: (Constant), instructional supervision, staff motivation, participatory decision-making and human relationship practice.
- b. Criterion variable: Teachers' job commitment in public secondary schools in Ikom Education Zone of Cross River State

Discussions

The analysis of the only hypothesis which stated that there is no significant composite contribution of school management techniques on teachers' job commitment in terms of affective commitment, normative commitment and continuance commitment, revealed that school management techniques significantly contributed to teachers' job commitment in public secondary schools in terms of affective commitment, normative commitment and continuance commitment.

This result means that improvement in the extent to which the identified school management techniques variables are applied in public secondary schools in Ikom Education Zone of Cross River State has the tendency to boost teachers' job commitment in the schools, can boost their dispositions towards instructional delivery, boost their morale towards effective students' assessment, make adequate efforts to maintain effective and conducive classroom environment in the schools. This result suggests that the more teachers are being supervised in the schools, the higher their motivation level, their level of participation in decision making and cordial relationship within the school system, the more teachers tend to be committed to their roles in the schools. Regular supervision encourages a culture of continuous learning. Supervisors can offer valuable resources, share best practices, and suggest relevant professional development opportunities. This enhances teachers' knowledge and pedagogical skills.

Staff motivation is the encouragement given to workers in an organization in order to put in their best. It is a condition under which an

organization can induce its members to combine their participations and contribution in various ways, as well as to ensure that organizations survive in the midst of all odds. The motivational process involves the perception variables, strategies and activities that are used by the management for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the teachers, so that they may become satisfied, dedicated and effective in performing their tasks. This will invariably enhance teachers' job commitment in the school system.

In the same vein, participatory decision-making process allows each team member to have an opportunity to share their perspectives, voice their ideas and tap their skills to improve school effectiveness. It has the capacity to improve the quality and accuracy of the decision by drawing on the collective wisdom and experience of other teachers, increase satisfaction and motivation by making them feel valued and empowered, enhance trust and collaboration among teachers by learning from each other.

Similarly, the improvement in the extent to which schools maintain cordial relationship has the tendency to boost teachers' instructional delivery, boost their morale towards effective assessment of students and make adequate efforts to maintain effective and conducive classroom environment in the schools. This result is not surprising given that that positive and supportive relationships between students and teacher ultimately increase a sense of belonging and motivate students to willingly take part in different classroom activities. This



relationship involves the transfer of knowledge, guidance, and mentorship from the teacher to the student.

Empirically, this result agrees with the findings of Mwamatandala and Muneja (2020) who asserted that there is a significant relationship between school management effectiveness and teacher's commitment. In the same vein, Ibezim and Ikediugwu (2023) opined that principals' effectiveness on motivation, communication and discipline for teachers' job commitment in public and private secondary schools were to a high extent. Similarly, Ibezim (2024) averred that there is a strong positive correlation between principals' motivational competence and teachers' job commitment in public secondary schools. It was also found that there is a moderate positive correlation between principals' supervisory competence and teachers' job commitment in public secondary schools. Akhibi and Omenyi (2024) asserted that both public and private secondary school principals adopt instructional leadership strategies, and decision-making strategies for quality teaching and learning in secondary schools. Obona, Udokpan and Bepeh (2024) revealed a significant positive relationship between innovative administrative strategies in terms of digital communication strategy, empowering leadership strategy, supervisory strategy and job commitment among teachers.

Conclusion

Based on the result of the study, it was concluded that in order to improve the level of teachers' commitment to effective instructional delivery in the classroom, induce them to positive behaviour towards students' assessment in the schools, and improve their level of commitment to effective classroom management in public secondary schools in the Ikom Education

Zone of Cross River State, there is need for principals to adopt appropriate managerial techniques and proficiency to arouse teachers' morale towards improved job commitment in secondary schools.

Recommendations

Based on the result of this study, the following recommendations are made;

1. Instructional supervisors should make conscious efforts to provide timely feedback to teachers on their performance. This will help them to ascertain their areas of weakness as well as improving on those areas for effective job commitment in the schools.
2. Government through the State Ministry of Education should ensure that the various motivation indices available within public secondary schools are functional to optimal capacity, so as to enable teachers to be committed and perform their duties effectively.
3. Principals should endeavour to always involve teachers in decision-making process within the school, especially decisions that affect teachers directly. This would breed a sense of belonging, trust and confidence among teachers.
4. Principals should encourage and foster a smooth and cordial interpersonal relationship between students and teachers for an enhanced teaching/learning environment.

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