Assessment of Teachers' Job Commitment in Public Senior Secondary Schools in Sokoto State, Nigeria

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ABSTRACT

This study aimed to assess teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria. A descriptive survey was conducted with 183 school principals from 447 schools. The researcher's instrument titled Assessment of Teachers' Job Commitment Questionnaire (ATJCQ) was used to collect data. Descriptive statistics was used to analyze the data collected for this study. The study reveals that teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria is moderate. The average mean is 2.97 on the appropriate use of instructional materials, 2.99 on punctuality, and 2.83 on classroom management. Dimensions used have influenced the job commitment of teachers in public senior secondary schools in Sokoto State, Nigeria. It is recommended that teachers ensure appropriate instructional materials are used when teaching students to improve their participation in the teaching and learning process.

Keywords: Teachers' Job Commitment, Academic Achievement, Teaching and Learning

INTRODUCTION

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INTRODUCTION

School organisations see teachers as a key component of schools and an advantage that will help them increase their overall school organisational efficiency and profitability (Moser & McKim, 2020). The various factors that affect teachers' retention strategies and job commitment are salary packages, teaching workload and professional development opportunities, support of administration (organisational management support), reimbursement, rewards and compensation, and corporate identity in a private school located in an underprivileged area. Teachers are the keystone of every educational system, and their incompetent attitude negatively impacts students' overall academic achievements on internal efficiency (Sharma & Dhar, 2016).

Teachers are the most valuable assets that schools cannot afford to waste. The success of an educational system primarily depends on its instructors' skills and the quality of teachers. Furthermore, no educational objective can be reached without skilful and qualified teachers. Optimum productivity depends upon teachers' immediate need satisfaction at the workplace. For teachers to be more effective, they need to be satisfied and happy in their intuitions. The educational administration's responsibility is to fulfil their teachers' needs accordingly (Agboola & Offong, 2018).

Teachers are the most relevant and essential elements of today's education system, regardless of the environment. The strength of the education system relies primarily on the efficiency and quantity of its students. Moreover, no educational goal for any country's growth will ever be accomplished without a sufficiently trained and inspired teaching team. Consequently, for teachers to achieve maximum efficiency, their satisfaction and happiness are most important in the workplace (Agboola & Offong, 2018).

A school aims to employ trained and dedicated teachers to provide a better education for its students to get a high education quality. Thus, schools must maintain professional teachers. When teachers leave the field or become unhappy, it harms students and the school's progress.

To ensure consistent education delivery, particularly, teachers' retention strategies, it is essential that consistently retain highly trained teachers in the school system. Teachers' retention strategies are one of the most common and crucial factors for schools, and educational administrators are responsible for running the schools' education system. They focus on teachers' retention strategies by giving themselves incentives, rewards and encouragement to motivate the teachers. However, retaining effective teachers is essential to the discipline's sustainability; teachers are ensuring continuity of the discipline; teachers leave the field leading to uncertainty, programme closures reduced opportunities for the students and limited learning resources (Rinke, 2008).

The teachers are not satisfied with the level of working resources, teaching-learning materials, teaching heavy workload, lack of autonomy, clerkly work salary packages professional development opportunities and the environment of schools. Because of this, they are seeking a new chance to move from one school to another school in a short period of the job. Teachers' high levels of frustration contribute to high turnover, high absenteeism and attrition (Bashir, 2017). According to Farinde-Wu and Fitchett (2018), teacher turnover negatively affects student success and achievement and depletes school and district resources for recruiting, hiring, and educating new teachers.

Job commitment of teachers depends on their motivation, morale and job satisfaction. This implies that teacher job commitment is an important phenomenon for generally secondary school teachers, their employers and students at large. For the success of any organization, committed and satisfied human resources are considered as the most important assets of a school organization.

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Statement of the Problem

Education has been proven to be one of the foremost catalysts for social change and development in Nigeria and teachers are a vital tool for achieving quality education in the school systems. Ayele (2014) emphasized that teachers' job commitment is significantly influenced by the development pattern and support they receive within schools. Among several components of the educational system viable, functional and productive maintenance of satisfied, committed and motivated teaching force in the system is crucial. If the teachers are not satisfied with their jobs, their commitment will be poor and a lot of damage will happen to the skilled manpower supply (Ayele, 2014). Unfortunately, lack of proper policy on social infrastructure and effectiveness of teachers are among the factors that create a problem in achieving educational objectives on teachers' job commitment which leads to low productivity in public senior secondary schools.

Although the initiative of secondary school education was a noble idea, several factors continue to hinder teachers' job commitment. These factors range from socio-economic to school and student-related issues. The socio-economic factors are due to high levels of poverty in rural and urban slums that make parents unable to pay for services not catered for by the government. Additionally, the schools lack adequate facilities, and poor teachers' incentives and in some the environment is insecure for students. The students' related issues range from indiscipline to drug abuse and pregnancies among the girls.

Antony and Hayden (2011) argued that to achieve higher level of teachers" job commitment, efforts were made to get beyond attractive working conditions and to foster among teachers the fulfilment of those needs associated with the work itself, such as recognition, responsibility and achievement. According to Kurt and Demirbolat (2022), when these needs are not fulfilled teachers may be affected psychologically, morally and economically. About this idea, the social context of work is also likely to have a significant impact on a worker's attitude and behaviour (Shen & Benson, 2016). If teachers" morale is diversely affected, it is not easy to expect optimum devotion in their profession.

Over the years, teacher's job commitment has prompted educational researchers to steadily make relentless efforts at identifying factors that might be responsible for the observed poor commitment of teachers. Research studies suggest that several factors affect teachers' job commitment. Among the variables identified are teachers' job security, ineffective communication system, lack of training and development programmes by the administrators, ineffective collaborative teamwork in school, lack of reward system and another professional growth process to maximize productivity. This may be the reason for poor commitment by teachers and negative attitudes to work in their schools. Indeed, teachers need to be properly taken care of based on their roles in the development of the nation. Despite different efforts, teachers continue to exhibit poor commitment in schools and this study is worried about this trend. Many studies have been conducted on teachers' job commitment and the factors that influence their commitment, but it appears that there are few or no studies that assessed the level of teachers' job commitment in public senior secondary schools in Sokoto State. Therefore, this study examined the level of teacher job commitment in public senior secondary schools in Sokoto State.

Research Questions

Two research questions were raised to guide the study

1. What are the dimensions of teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria?

2. What is the level of teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria?

Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku

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Literature Reviewed
Theoretical Framework

The study evaluates teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria, using Herzberg's Two-factor Theory, which suggests that workers' happiness and dissatisfaction can influence their behaviour in certain situations. These feelings and emotions seem to affect both positively and negatively on their job commitment. It induces satisfaction due to these reasons. Factors that the workers feel unhappy with are, however, defined as factors of dissatisfaction. Satisfaction and dissatisfaction factors are the terms for these variables. Recognizing, accountability, development, and success are all factors that contribute to job satisfaction. Happiness is a product of the interaction of these elements.

Therefore, satisfaction factors of teachers like salaries, remuneration, psychological safety, teaching workload, positive work environment, professional development opportunities, and security make them satisfied or dissatisfied with their jobs and improve the level of their job commitment. Hence, this study provides an essential foundation for examining how organizational factors affect teachers' job commitment. Because (organizational factors) support of management, salary packages, teaching workload, and professional growth opportunities are the key factors for teachers to remain committed to their jobs.

The study examines teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria, using Maslow's Hierarchy of Needs Theory. Maslow's theory suggests that human needs are arranged in a hierarchy, and when one set is satisfied, it ceases to be a motivator. At the base of the pyramid are the physiological needs like providing them with shelter, food, and clothes followed by security needs, social needs, self-esteem and self-actualization at the top. It is theorized that for teachers to be committed to their job, they should be rewarded based on the five levels given by Maslow. Human needs are in the form of a hierarchy ascending from lowest to highest and concluded that when one set of needs is satisfied it ceases to be a motivator and the immediate higher set of needs which has never been a motivator then immediately becomes a motivator. Maslow believes that human beings' needs start from physiological needs and end with apex actualization needs. Physiological needs are needs for sustaining human life itself such as the need for food to eat, water to drink, a place to sleep and satisfy sexual urges and the need to cover nakedness. Maslow believes that until a person can satisfy all these needs, other needs can't motivate him.

The next level of needs is security needs such as the need to be free from danger or threat in the sense of losing a job, life and property. Salman (2022) identified social needs as the third level, which includes belongingness or affiliation needs, such as feeling accepted by a group, followed by self-esteem needs, which involve feeling good about oneself and being recognized for achievements. It is this level which produces satisfaction as power, prestige, status and self-confidence. The last level according to the theory is self-actualization where personal fulfilment to growth and development are realized. This is the desire for a person to become what is capable of becoming and maximize his potential.

Concept of Teachers' Job Commitment

Teachers' job commitment is defined as a high level of attachment to a school organization (Odoh, 2021). Teacher job commitment is the emotional bond between the teacher and the school. It can also lead to motivation to work (Ayele, 2014). Job commitment is one's attitude, including affect, belief, and behavioural intention toward his work (Cohen, 2003). Job commitment as an attitude reflects feelings such as attachment, identification and loyalty to the school organization as an object of job commitment (Negashe, 2021). Klein et al.

Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
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(2012) indicated that job commitment as behaviour is evident when committed individuals enact specific behaviour due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, organizational job commitment is a state of being in which organizational members are bound by their actions and beliefs that sustain their activities and their involvement in the organization (Miller, 2012).

Affective commitment refers to employees' emotional attachment to, identification with, and involvement in the organization. Employees with a strong degree of affective commitment continue employment with the organization because they want to do so. Members who are committed on an affective level stay with the organization because they view their personal employment relationship as congruent to the goals and values of the organization (Cohen, 2007).

Continuance commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. Continuance commitment can be regarded as an instrumental attachment to the organization, where the individual's association with the organization is based on an assessment of economic benefits gained (Beck & Wilson, 2000). Continuance commitment in education refers to commitment based on the benefits and costs that are related to staying in the profession (Santiago, 2019). It is the extent to which individuals believe that they must remain in the teaching profession because of a lack of alternatives or possible disruptions resulting from leaving their jobs (Ware & Kitsantas, 2007). It is the economic compulsions that make the professionals stay with the profession and its values. Teachers with continuance professional commitment remain within the teaching profession because leaving the profession has a high cost for them.

Normative commitment reflects a feeling of obligation to continue employment. Employees with a high degree or level of normative commitment feel that they ought to remain with the organization Internalized normative beliefs of duty and obligation make individuals obliged to sustain membership in the organization. Normative professional commitment in education refers to the feelings of moral responsibility of people to stay in the profession (Ware & Kitsantas, 2007). It is the sense of obligation of the professional towards the profession to uphold the values (Uddin & Shaiq, 2020). The adoption of the goals and values of the school constitutes the basis for teachers' commitment to the school. This includes the interaction between teachers, the relationship between teacher and student, the quality of work done by the teachers and the working environment (Cogaltay, 2015).

Teacher job commitment is the translation of the work achievement, execution of work, achievement of the work or the result of performance works (Silitonga et al., 2017). Job commitment is produced on a specified job function or activity during a period of specified. In other words, the job commitment is to record learning outcomes resulting from the functioning of a particular job or activity for some time.

Later, Parsa (2017) looked at job commitment as the "level against which employees achieve certain requirements. Job commitment is accomplished by a person or group of people within an organization, by the authority and responsibilities of each to achieve the goals the organization is concerned efforts to legally, does not violate the law and by the norms and ethics. Nanjundeswaraswamy et al. (2020) defined job commitment as "learning outcomes the hard work of the Organization in realizing the strategic goals defined by the organization. Wahjosumidjo (2014) job commitment is the result of the interactions that occur between perception and creativity in one's self can be seen in the form of the

Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
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person's behaviour.

Indicators of Teachers' Job Commitment
The dimensions for teachers' job commitment are;

Appropriate Use of Instructional Materials
Students learn more comfortably therefore influencing positively their academic performance through the appropriate use of instructional materials. Writing on the role of instructional materials in teaching and learning, Ahmad and Garba (2021) commented that science education programmes cannot be taught effectively without the existence of equipment for teaching. This is because appropriate use of instructional materials helps those who learn to develop problem-solving skills and scientific attitudes. Elaborating further on the same point, Nkechi (2023) emphasized that when appropriate use of instructional materials is provided to meet the relative needs of the teaching process, students will have access to the reference materials mentioned by the teacher, and also each student will be able to learn at his or her own pace. The overall result is that students will perform much better.

Appropriate use of instructional materials is considered important in teaching and learning at all levels of education because textbooks and other resource materials are basic tools. Absence or inadequacy makes teachers abstractly handle subjects, portraying them as dry and non-exciting (Azeez, 2018). For example, textbooks, charts, maps, and audio-visual and electronic instructional materials such as radio, tape recorder, television and video tape recorders contribute much to making learning more interesting (Cartwright, 2011).

Appropriate use of instructional materials such as the size of the classroom, sitting position and arrangement, and availability of tables, chairs, chalkboards, and shelves on which instruments for practicals, are important in the teaching transaction (Lance, 2004). According to these scholars, the availability of instructional materials can work best if other conditions are met such as the quality of the classroom. The inadequacy of quality instructional materials is a global issue, particularly in developed countries like the United States, where schools with a majority of poor and minority students are less funded and lack essential resources. In addition, policies associated with school funding, resource allocations, and tracking leave minority students with fewer and lower-quality books, curriculum materials, laboratories and computers (Adamson & Darling-Hammond, 2012).

Learning occurs best when a multiplicity of senses are involved, other than overreliance on verbal communication alone. Instructional materials are quite important for effective teaching of conflict and conflict resolution. One important dimension in teacher education that is getting a lot of attention is related to the use of instructional materials. Instructional materials are those materials used by a teacher to simplify their teaching. They include both visual and audio-visual aids and could either be concrete or non-concrete. These instructional materials bring life to learning by stimulating students to learn. Instructional materials in classrooms can enhance teacher clarity in explaining new concepts, leading to improved student comprehension (Dean & Hubbell, 2012). However, they are not the end in themselves, but rather a means to an end.

Instructional materials assume that there is a direct link between the materials that the teachers use, and the students' learning outcomes. These outcomes include higher abilities to learn, quality strategies to learn and perform classroom activities and a positive attitude towards learning. Further, instructional materials can develop students in the highest order of intellectual skills as they illustrate clearly, step by step how to follow the rules/principles and elaborate on

Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
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the concepts, all of which have a positive impact on solving new problems by analyzing the situation and formulating a plan. Instructional materials can be used to develop higher learning abilities for the learners through self-teaching or guided learning. This implies that the instructional materials mainly comprise "eliciting performance" and "providing feedback on performance correctness," in addition to "providing learning guidance" for guided discovery learning (Tety, 2016).

Punctuality to School/Classroom

The quality and evaluative mechanism of any level of educational system is the performance of teachers and the number of good grades obtained by students in the subjects examined at the end of a terminal class (Adewale, 2014). He added that recently, a lot of stakeholders attest to the fact that the standard of education is falling. This trend of academic standards may result from a lot of factors which include; lack of parental control, lack of effective supervision, lack of effective teaching and learning, students' attitude towards learning and others (Butakor et al., 2017). Since teaching, learning and inspection/supervision are components of the educational industry, it is not out of sight to justify the use of internal supervisors in second-cycle school settings (Modise, 2015). According to Archibong (2012), supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts, cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal.

According to Sunaryo (2020), education supervision carries the same general concept and is applied to both academic and administrative tasks. Administrative functions of supervision included; providing physical facilities to the teachers, checking the safety and security of the school plant, maintaining proper service conditions and

redressing grievances of teachers in time, checking the accounts and records of the school and maintaining proper distribution of workload. Some of the academic tasks included monitoring instruction, guiding teachers in improving teaching evaluation and assessment of pupil achievement.

Fagbenle and Elegbeleye (2014) opined that attendance can be divided into two extremes being 'a mere appearance of the students at school' and 'the students present during the whole day'. However, some students may truly be at the assembly during the collective worship period and leave school before the closing hour after the roll might have been called in the morning. In some cases, some of these students may truly be in school but rather engage themselves in illegal activities such as sleeping, reading negatively motivated novels, playing with electronic devices and going to the field to play games among others.

Sultana and Rashid (2013) reported that time management and punctuality issues are important issues that often happen among students in school and that punctuality and time management problems among students in schools occur related to the lateness of entering the classroom. Fagbenle and Elegbeleye (2014) stated that attendance should be the physical presence of a student in school. Despite the numerous discussions about attendance, much attention has been focused on the attendance of children in schools and the impact that frequent students' absences have on students' learning, so much so that parents may face criminal sanctions if their children miss a certain number of days of school. However, the same attention needs to be focused on the attendance of teachers who are charged with the responsibility of teaching these children. The more teachers' attendance is improved, the better the instructions given to the students.

Mohammed (2014) noted that both absenteeism and lateness are symptomatic of education systems that have weak teacher

Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
Educational Management and Counselling, Faculty of Education
Al-Hikmah University Ilorin-Nigeria

management structures and are unable to provide incentives to motivate teachers to improve their attitudes toward work. Issues of absenteeism are not the fault of only the student but irresponsible parenthood or poverty may bring about it. A student, who is not regular in school, faces learning problems, resulting from being late to school, truancy, inability to read and not consulting with the teacher (Oghuvbu, 2010). The other effects may be a lack of interest in school activities, conforming to peer- pressure and indulging in examination malpractices. School and home factors greatly affect students' attendance. The social status and educational level of parents also influence school attendance. The geographical location of the school, students' attitude towards school and subjects, inadequate supervision of students' activities by teachers and parents and poor teaching methods, lack of school facilities affect students' school attendance (Oghuvbu, 2010).

According to Komakech (2015), automatic movement from one class to the next provides some of the students' opportunity, not to attend school daily. Komakech (2015) argues that some teachers admit that automatic promotion of students to the next class encourages absenteeism; on the other hand, other teachers from other schools have a different view that automatic promotion has no significant effect on absenteeism. Oghuvbu (2010) found that the academic performances of students are influenced by school attendance. This is supported by Komakech (2015) who also found that school attendance is most important to learning and academic performance.

Tharaka (2022) indicated that the attendance of students was highly affected by factors such as marks allocation, Test tips and school environment. Students on the other hand attributed the need to attend to domestic work at home and the inability to complete the given excessive homework as the most significant factors affecting their attendance dwindling at school (Fagbenle & Elegbeleye,

2014). The researchers indeed identified some of the attendance dilemmas. However, issues such as incessant truancy, ignorance on the part of the parents or guardian, engagement of children in petty trading gender discrimination etc. can also contribute to the said challenge.

Maile and Olowoyo (2017) found that watching television or playing games till midnight, and working on lots of homework which must be submitted the next day. Maile and Olowoyo further elaborated that apart from the school homework, catering and attending to house chores made it difficult for some female learners to sleep early. In situations where the house chores overwhelm the children and eventually make them tired before going to bed, the time they wake up the next day is also affected. Sultana and Rashid (2013) reported that punctuality and time management problems among students in schools occurred related to the lateness of entering the classroom.

Classroom Management

Managing student behaviour has always been a primary concern of teachers for students' misbehaviours have interfered with a positive learning environment (McCaw, 2018). From the beginning of teaching experience, teachers commonly express their concern about controlling the students and creating a disciplined environment to create a proper atmosphere for learning; and classroom management is commonly mentioned as the most intricate aspect of teaching. There is accumulating evidence from meta-analyses of variables that influence school learning and classroom management has been identified as one of the variables that has the greatest influence on school learning (Cangelosi, 2013). Today, classroom management is becoming an increasing problem for teachers and administrators in primary schools because of changes in educational environments. Firstly, there should be clarity about what classroom management is so that its effect on the

Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
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Al-Hikmah University Ilorin-Nigeria   138

learning environment can be understood.

Conceptions of classroom management are influenced by changes in research perspectives at various points since the late 1960s (Harrison et al., 2006). Since that time the meaning of the term classroom management has changed from describing discipline practices and behavioural interventions to serving as a more holistic view of teachers' actions in orchestrating supportive learning environments and building community. In most general terms classroom management refers to the actions and strategies teachers utilize to maintain order (Stough, 2013).

Gokalp and Can (2022) stated that classroom management is broader than the notion of student discipline. It includes all the things teachers must do to enhance student involvement and cooperation in classroom tasks and to establish a productive learning environment. Classroom management, as described by Berger et al. (2018), differs from a discipline plan in that it encompasses teachers' beliefs and values, their connection to discipline, and their interplay with class structure.

The classroom management dimension moves from reactive to proactive teacher behaviours. Videotapes of classroom events' being carefully analysed indicated that teachers' managerial success lay in their ability to prevent problems by eliciting student cooperation and involvement in seat work. Effective classroom managers succeed not so much because they are good at handling disruption when it occurs, but because they are good at maximizing the time students spend engaging in tasks. They are good at preventing interruptions from happening in the first place. Their focus is not on the prevention of misbehaviour and disruption as such but on creating an efficient learning environment, preparing and teaching high-quality lessons, and selecting and monitoring student performance followed by supportive feedback.

Hickey and Schafer (2013) defined classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. The authors discussed the importance of the close and mutually supportive relationships between effective classroom management and effective curriculum and instruction. Good classroom management implies good instruction. "All research results show that in addition to dealing with misbehaviour and problems effectively, preventing them from occurring is an important aspect of efficient classroom management.

Hussein and Hussein (2020) also defined classroom management with the phrase "classroom climate" and stated that classroom management relates to preparing specific rules, establishing a warm climate, and maintaining an orderly environment with problem-solving strategies. Adedigba and Sulaiman (2018) supported that classroom management is a powerful dimension of teacher effectiveness. Effective student behaviour management has always been an essential issue in the minds of most educators. Thus, effective classroom management plays a significant role in constructive educational environments for both learners and educators.

METHOD

The population of this study comprised all the 447 school principals in the 447 public secondary schools in Sokoto State. A proportionate sampling technique was used to select 217 school principals in the 217 public secondary schools in Sokoto State using Research Advisor 2006. The school principals selected were stratified based on gender, academic qualifications and

Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
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length of service. An instrument was used for the data collection titled Assessment of Teachers' Job Commitment Questionnaire (ATJCQ). The copies of the instrument were administered to the school principals in the selected schools to assess the job commitment of their teachers towards the teaching profession. The instrument contained two different sections. Section 'A' contained the demographic information of the school principals on the gender, academic qualifications and teaching experience. Section B contained items on the assessment of teachers' job commitment. The instrument was subjected to face and content validity. The reliability coefficient of 0.67 was obtained using The Cronbach Alpha method showing the instrument was reliable for data collection. To collect data for the study, 217 copies of Assessment of Teachers' Job Commitment Questionnaire (ATJCQ) were administered to school principals in public secondary schools in Sokoto State only 183 copies were recovered and subjected to data analysis. The demographic information of the respondents was analysed using descriptive statistics of frequency and percentage. The research questions raised for the study were answered using descriptive statistics of mean and standard deviation. The decision rule is based on the mean rating of any item that is 2.50 – 4.00 will be accepted as a benchmark while any item that is 0.00 – 2.49 will be rejected on the level of answering research questions.

RESULTS AND DISCUSSION

Research Question 1: What are the dimensions of teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria?

Table 1. *Dimensions of Teachers' Job Commitment in*
Public Senior Secondary Schools in Sokoto State, Nigeria

/N	Statement	Mean	SD	Decision
	Appropriate Use of Instructional Materials: My teachers			
1	Are interested to attend all the time in instructional class in the school.	3.51	0.98	Accepted
2	Attitudes towards the use of instructional materials in school enhance their job commitment.	3.10	0.78	Accepted
3	Are emotionally attached to teaching when adopting appropriate use of instructional materials in the class.	2.93	0.35	Accepted
4	Are satisfied with participation in co-curricular activities in school	2.94	0.87	Accepted
5	observe classroom instructions regularly while teaching	3.00	0.98	Accepted
6	are supportive and democratic manner in the classroom	2.55	0.71	Accepted
7	technically know-how to support students with the appropriate use of instructional materials	2.85	0.68	Accepted
8	discuss on various academic issues relating to teaching activities	2.98	0.85	Accepted
9	are satisfied with the supply of sufficient amount of materials and tools for teaching teaching-learning process	2.85	0.55	Accepted
	Average mean	**2.97**	**0.75**	**Accepted**

Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
Educational Management and Counselling, Faculty of Education
Al-Hikmah University Ilorin-Nigeria

	Punctuality to School/Classroom: My teachers			
10	give reports on time for assignments given to them at school	3.03	0.52	Accepted
11	accept duties assigned to them	3.23	0.87	Accepted
12	Prepare schemes of work on time.	2.62	0.51	Accepted
13	always attend to their students when they need help	3.11	0.81	Accepted
14	participate in decision-making at school	3.61	0.98	Accepted
15	do seek permission before absence from work	2.99	0.71	Accepted
16	Do always attend staff meetings.	2.60	0.79	Accepted
17	Do communicate with me on school matters that relate to them.	2.81	0.61	Accepted
18	Do communicate with the school administration easily	2.92	0.82	Accepted
	Average mean	**2.99**	0.74	
	Classroom Management: My teachers			
19	Prepare their lesson plans on time before going to class.	2.58	0.87	Accepted
20	cover the syllabus on time	2.78	0.55	Accepted
21	are concerned with students' performance	3.44	0.71	Accepted
22	work with minimal supervision from their school principals	2.71	0.93	Accepted
23	Comply with the school activities delegated to them	2.99	0.88	Accepted
24	participate in decision-making at school	2.81	0.71	Accepted
25	observe and control undesirable students' behaviour in the classroom instructions regularly.	2.50	0.82	Accepted
	Average mean	**2.83**	0.78	

Table 1 indicates the dimensions of teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria. The findings revealed that the average mean of 2.97 with a standard deviation of 0.75 on the appropriate use of instructional materials, the average mean of 2.99 with a standard deviation of 0.74 was on punctuality to school/classroom while the average mean of 2.83 with the standard deviation of 0.78 on the items of classroom management. Therefore, all the average means of each indicator were greater than 2the .50 benchmark mean which was accepted. This implies that the dimensions used have influenced the job commitment of teachers in public senior secondary schools in Sokoto State, Nigeria

Research Question 2: What is the level of teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria?

Table 2. *Level of Teachers' Job Commitment in Public Senior Secondary Schools in Sokoto State, Nigeria*

Level	Frequency	Percentage
High	69	37.7
Moderate	78	42.6
Low	36	19.7
Total	**183**	**100.0**

Table 2 shows the level of teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria. Out of the 183 respondents who participated in the study, 37.7% agreed that the level of teachers' job commitment was high in public senior secondary schools in Sokoto State, Nigeria, 42.6 agreed that it was moderate while the remaining 19.7% agreed that it was low. Therefore, 42.6% constituted the majority of the respondents who agreed that the level of teachers' job commitment was moderate in public senior secondary schools in Sokoto State, Nigeria.

Discussion of Findings

The findings of research question one revealed that appropriate use of instructional materials, punctuality to school/classroom and classroom management have average means greater than 2.50 benchmark mean which was accepted. This implies that the dimensions (appropriate use of instructional materials, punctuality to school/classroom

Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
Educational Management and Counselling, Faculty of Education
Al-Hikmah University Ilorin-Nigeria   141

and classroom management) used have influenced the job commitment of teachers in public senior secondary schools in Sokoto State, Nigeria. This finding on the appropriate use of instructional materials is in line with the findings of Nkechi (2023) that when appropriate use of instructional materials is provided to meet the relative needs of the teaching process, students will have access to the reference materials mentioned by the teacher, and also each student will be able to learn at his or her own pace. Azeez (2018) concluded that appropriate use of instructional materials is considered important in teaching and learning at all levels of education because textbooks and other resource materials are basic tools. Adewale (2014) agreed that the quality and evaluative mechanism of any level of educational system is the performance of teachers and the number of good grades obtained by students in the subjects examined at the end of a terminal class. This finding on punctuality to school/classroom agrees with the findings of Adewale (2014) that; checking and monitoring of teachers' attendance is a guarantee for better quality which is positive with cooperation between Principals and Head of Departments. The finding supports the findings of Gokalp and Can (2018) that; classroom management is broader than the notion of student discipline. It includes all the things teachers must do to enhance student involvement and cooperation in classroom tasks and to establish a productive learning environment through punctuality at school/classroom.

The result of research question two indicated that 42.6% constituted the majority of the respondents who agreed that the level of teachers' job commitment was moderate in public senior secondary schools in Sokoto State, Nigeria. This finding corroborates with the findings of Odoh (2021) that, teachers' job commitment is defined as a high level of attachment to a school organization. Cohen (2003) concluded that

job commitment is one's attitude, including affect, belief, and behavioural intention toward work. Negashe (2021) agrees with the finding that job commitment as an attitude reflects feelings such as attachment, identification and loyalty to the school organization as an object of job commitment.

CONCLUSION

The study on teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria, highlights the importance of job satisfaction, administrative support, and professional development in shaping educators' dedication to their profession. It emphasizes the need for stakeholders to foster an environment where teachers feel valued, supported, and motivated to enhance the quality of education and contribute to the socio-economic development of Sokoto State and Nigeria. Prioritizing teacher commitment can pave the way for a brighter future. The study evaluates teachers' job commitment in public senior secondary schools in Sokoto State, Nigeria. It suggests that teachers should enhance the use of appropriate instructional materials, improve punctuality in the classroom, and improve class management. These improvements will enhance students' participation in the teaching and learning process, encourage regular attendance, and control their attitude towards school. The findings also suggest that teachers should focus on improving the management of their classes to improve student participation and overall school performance.

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Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
Educational Management and Counselling, Faculty of Education
Al-Hikmah University Ilorin-Nigeria

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Hamza Abubakar Usman, Olaolu Paul Akinnubi, Oba Baba Ayoku
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